

## Point of View

By John F. Ahearn

### Scientists Must Help Deal With the Hazards of the Nuclear Era

**I**T IS RARE that multiple problems can be effectively addressed at the same time. However, when it comes to some of the most difficult questions that we face concerning atomic weapons and the atomic-energy industry, four technical problems exist that U.S. scientists can and should address together: the cleanup of nuclear and other hazardous waste, the proliferation of nuclear weapons, the challenges posed by reduction of nuclear weapons in the United States and the former Soviet Union, and the public perception of science in general. The dramatic agreement announced last week by President Bush and Russian President Boris Yeltsin to reduce their stocks of multiple-warhead missiles makes these issues even more pressing.

Research scientists in the United States have tended to avoid these problems, because in the past they have been cloaked in secrecy. Further, solutions often would have required scientists to become directly involved in public controversy and to work with cumbersome federal and state bureaucracies. Now, however, the problems are relatively open and very serious.

How to dispose of nuclear and other hazardous waste in the United States poses severe problems. Milton Russell, former director of policy for the U.S. Environmental Protection Agency and now a professor of economics at the University of Tennessee, recently estimated that expenditures for cleanup will amount to at least \$750-billion over the next 30 years and could amount to one trillion dollars.

The U.S. General Accounting Office, using information provided by the Department of Energy, has estimated that cleanup at facilities that formerly produced nuclear weapons will cost at least \$150-billion. To put \$150-billion in perspective, in 1987 the total amount spent on elementary and secondary education by all state and local governments in the United States was \$157-billion.

But the cost of cleanup may be the least of our problems. Mr. Russell has said: "No one really knows how to do it with today's technology." For example, our measuring techniques are not readily able to measure the extent of contamination, so we are unsure what is there and how much. Second, the technology to remove widely dispersed material is often little better than digging it all up. Third, once the waste is removed from the contaminated region, few, if any, technologies are generally accepted for destruction of the contaminated material. Further, how clean must the decontaminated area be?

The United States is not the only country facing these problems. At a meeting of U.S. and Russian nuclear and legislative experts in Moscow last December, members of the Russian legislature's Committee for Ecology and Rational Use of Natural Resources said they despaired of solving the enormous cleanup challenges facing their nuclear-weapons facilities.

Beyond the cleanup of wastes from the second and third problems—the threat of nuclear proliferation as more nations develop nuclear capabilities and the prob-

lems created as the United States and the former Soviet Union reduce their stocks of nuclear weapons. The well-publicized reduction in intermediate-range nuclear missiles by the U.S. and U.S.S.R. in the Intermediate-Range Nuclear Forces Treaty of 1987 meant just that: the destruction of missiles. The warheads those missiles carried still exist. The agreement just announced by President Bush and President Yeltsin would make deep cuts in the very large missiles and multiple warheads owned by both sides, reducing the threat of nuclear war but compounding the problem of dealing with the leftover nuclear material they contain.

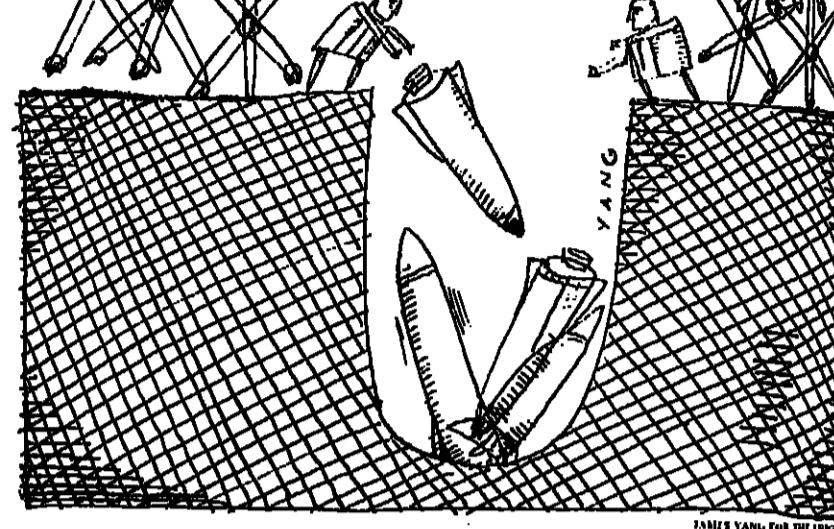
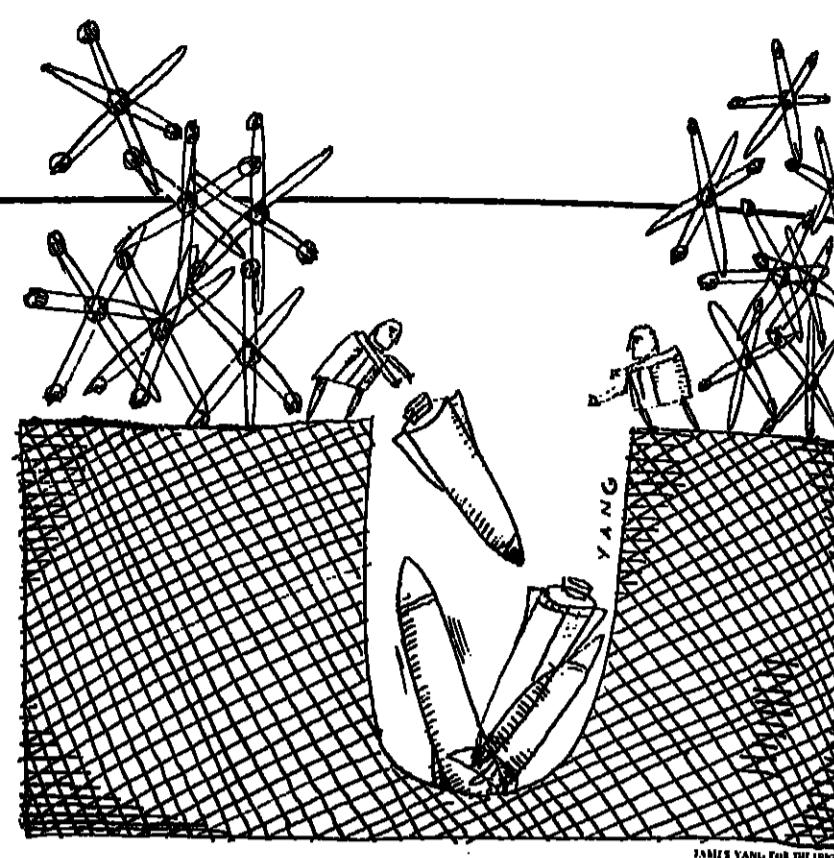
The chief materials used in nuclear weapons are highly enriched uranium and plutonium. They share several important characteristics: They are difficult to produce, are extremely efficient in sustaining a nuclear-fission chain reaction, have an extremely long life, and can be used again and again in nuclear weapons. Wolf Haefele, director general of the Nuclear Research Center at Jülich, Germany, has estimated that both the United States and the former Soviet Union have about 100 tons of plutonium and 500 tons of enriched uranium in military stockpiles. As a result, the world faces perhaps the greatest threat of nuclear proliferation since the development of nuclear weapons.

Although the superpowers had nuclear weapons, the U.S. and the U.S.S.R. worked cooperatively to prevent the spread of nuclear weapons and the knowledge of how to build them. While a few countries—India, China, perhaps Israel—did develop the capability to produce nuclear weapons and many other countries may have tried, the genie was kept in the bottle. However, if weapons material becomes easily available, proliferation of weapons will be inevitable. The threat is particularly acute as the breakup of the former Soviet Union continues. The once-tight control over former Soviet weapons material is loosening, just one of many effects of the deterioration of government organizations. If terrorists or other countries can acquire the basic building blocks of nuclear weapons, the disarmament of the former superpowers may be irrelevant.

The United States and the former Soviet Union have begun reducing their weaponry and military forces, but consider how much the United States might have to reinvest in armaments and manpower if nuclear weapons suddenly appeared in Libya or Iran, or in the hands of the world's terrorist organizations. A television ad for the care of automobile engines includes the line: "Pay me now or pay me later." Surely, paying now to prevent proliferation would be far cheaper.

Clearly, whether we are trying to clean up nuclear waste or to reduce our nuclear weapons without risking further proliferation, we need to find some viable alternatives to merely storing nuclear material.

Our best option is finding a way to burn or otherwise use up the nuclear material. For example, plutonium can be mixed with uranium to produce mixed-oxide fuel for nuclear-power plants. Such fuel has even been used successfully on a test basis in several commercial



# THE CHRONICLE

of Higher Education.

July 1, 1992 • \$2.75  
Volume XXXVIII, Number 43

### Quote, Unquote

News Summary: Page A3

"This turns most of the campus codes into hamburger." A lawyer, on the Supreme Court's 'hate speech' ruling: A19

"Let there be no mistake about our belief that burning a cross in someone's front yard is reprehensible. But St. Paul has sufficient means at its disposal to prevent such behavior without adding the First Amendment to the fire." Justice Antonin Scalia: A19

"Despite their minimal training in grammar and the usage and history of language, most English teachers warm to the task of serving as language police." A professor of English, on academic insistence on 'proper English': B1

"The United States has been the world leader in this field since the Second World War. For Congress to almost willfully kill the field is a national disaster." A dean of science, on the House vote to kill the Superconducting Supercollider: A22

"People who spent money on these services might as well have thrown it out the window." A student-aid official, on 'scholarship search' companies: A29

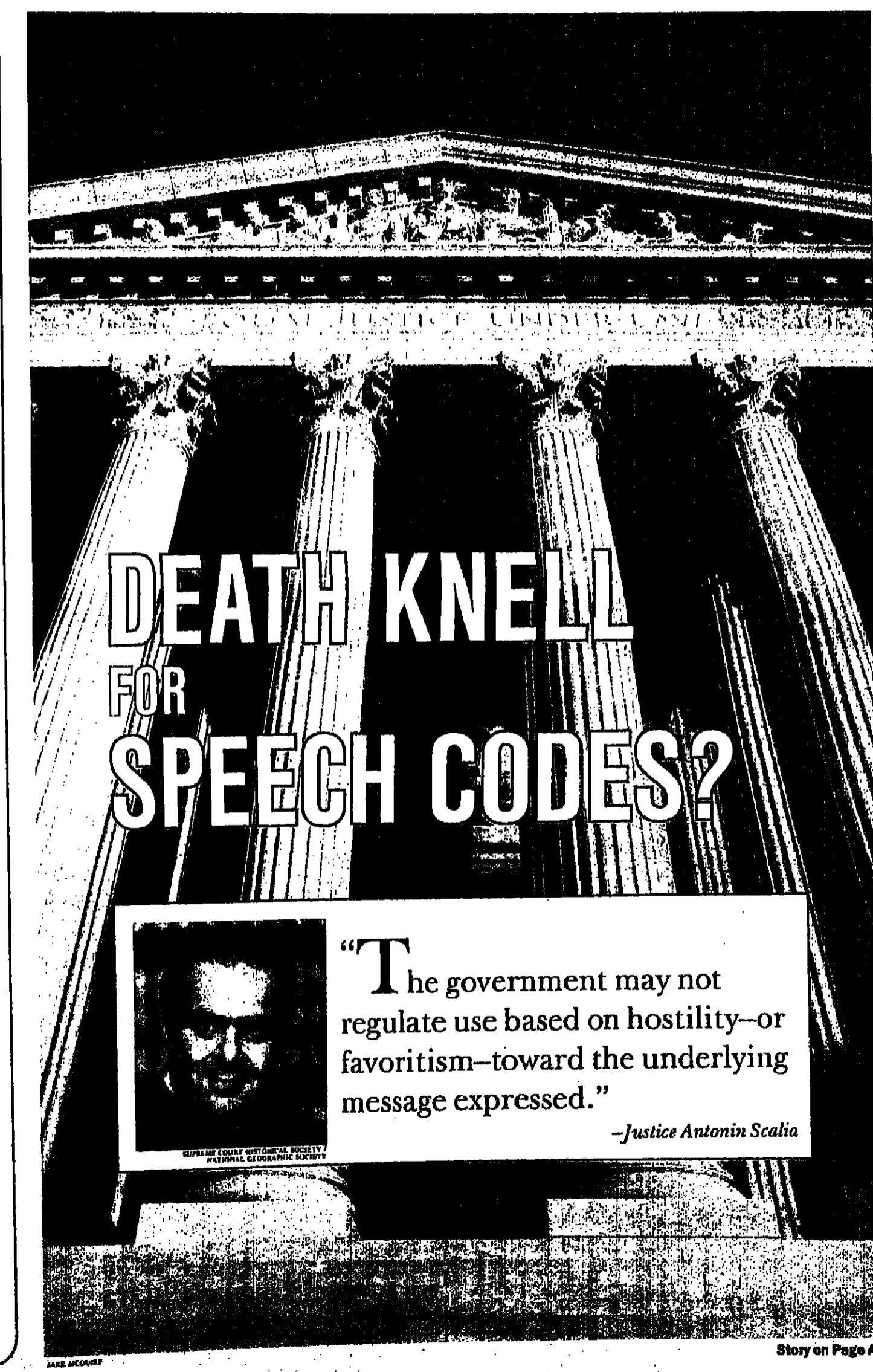
"Everybody's seen *Star Wars*, and everybody thinks that robots are really easy to build." The organizer of the *Aerial Robotics Competition*: A16

"The way engineering is practiced has changed dramatically over the years, and we in education need to catch up." The executive director of the American Society for Engineering Education: A13

| SECTION 1               | PAGES A1-40 |
|-------------------------|-------------|
| Athletics               | A31         |
| Business & Philanthropy | A27-28      |
| Gazette                 | A36         |
| Government & Politics   | A19-28      |
| Information Technology  | A15-18      |
| International           | A33-35      |
| Personal & Professional | A13-14      |
| Publishing              | A11         |
| Scholarship             | A8-10       |
| Students                | A28-31      |

| SECTION 2              | PAGES B1-40 |
|------------------------|-------------|
| Bulletin Board         | B7-39       |
| Opinion, Letters, Arts | B1-6        |

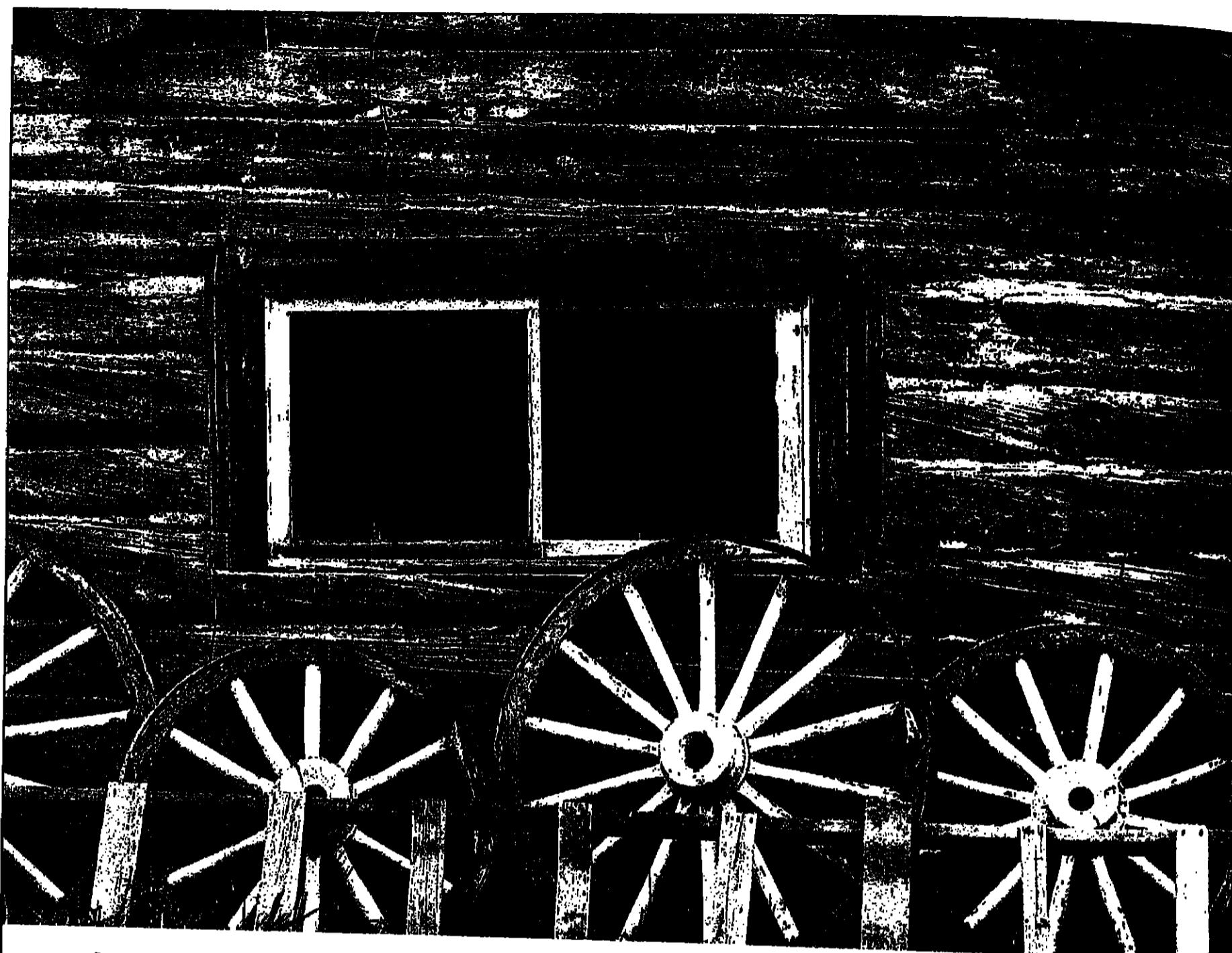


**T**he government may not regulate use based on hostility—or favoritism—toward the underlying message expressed."

—Justice Antonin Scalia

John F. Ahearn is executive director of Sigma Xi, the Scientific Research Society, in Research Triangle Park, N.C., and adjunct scholar at Resources for the Future, an economic-research institution in Washington. He formerly served as chairman of the U.S. Nuclear Regulatory Commission and the Secretary of Energy's Advisory Committee on Nuclear Facility Safety.

Story on Page A19



## INVENTING THE WE'LL

Inventing the we'll means redefining customer service. Not just by renewing our commitment, but by creating a level of customer satisfaction second to none. At Datatel, we're serious about your success. We'll means *we will*.

We'll provide unparalleled service and support. We'll set new standards for reliability and responsiveness. We will consistently exceed your expectations. Whatever it takes. Without exception.

The "we'll" guarantees that you've selected the best partner, whether you choose Colleague, our fully-integrated higher education administrative software, or Benefactor, our fund-raising information management software.

As an Authorized Digital Solution Provider we'll give you the best of two worlds: computer hardware from one of the industry leaders, and tailored software and services from an application specialist.

Call us in Virginia at (703) 968-9000 or in San Francisco at (415) 957-9002. While we're perfecting the we'll, we'll earn your business and we'll earn the right to keep it.

**DATATEL**



## This Week in The Chronicle

July 1, 1992

### Scholarship

**ASTROPHYSICIST AS CELEBRITY**  
George F. Smoot, III, who led the team that found new evidence about the creation of the universe, has willingly endured a crush of media attention: A8

**THE AILING ELECTORAL SYSTEM**  
Scholars should spend less time describing the problem and more devising improvements. Point of View: A40

Berkeley's Emma Goldman project is complete: A8  
A big reward for a whistle blower: A8  
Publishing: A11  
63 new scholarly books: A11

### Personal & Professional

**SUPPORT FOR OVERHAUL OF ENGINEERING EDUCATION**  
MIT's President Charles M. Vest has called for changes to emphasize design, production, leadership, and teamwork: A13

**MORE TROUBLE FOR WOMEN'S-STUDIES GROUP**  
After a rancorous meeting in 1990, the national association had hoped to pull things together at this year's conference, but it was not to be: A13

**SEEKING THE HEALING ROOTS OF MEDICINE**  
At 75, former Surgeon General C. Everett Koop is beginning a new career at Dartmouth College, where he will focus on the need for "outcomes research": A5

Dean cleared of charges arising from student picnic: A4  
President of CUNY's City College will resign: A4  
Dean and faculty member dismissed at Dallas Baptist U.: A6  
N.C. State arboretum called 1992's top public garden: A6  
CREF offers 'Social Choice Account': A13  
Educators design blueprint for future teacher education: A13  
Six new books on higher education: A14

### Teaching

**RESPECTING LINGUISTIC DIVERSITY**  
"Standard" English is a myth, yet academic still insists on it. Opinion: B1

### Information Technology

**TRAINING TEACHERS TO USE COMPUTERS**  
At Illinois State U.'s education college, future teachers are expected to learn how to apply technology in the classroom: A15

**HIGH EXPECTATIONS AT ROBOT CONTEST**  
Teams from 15 colleges brought robots that were supposed to fly without human intervention. Most couldn't get off the ground: A16

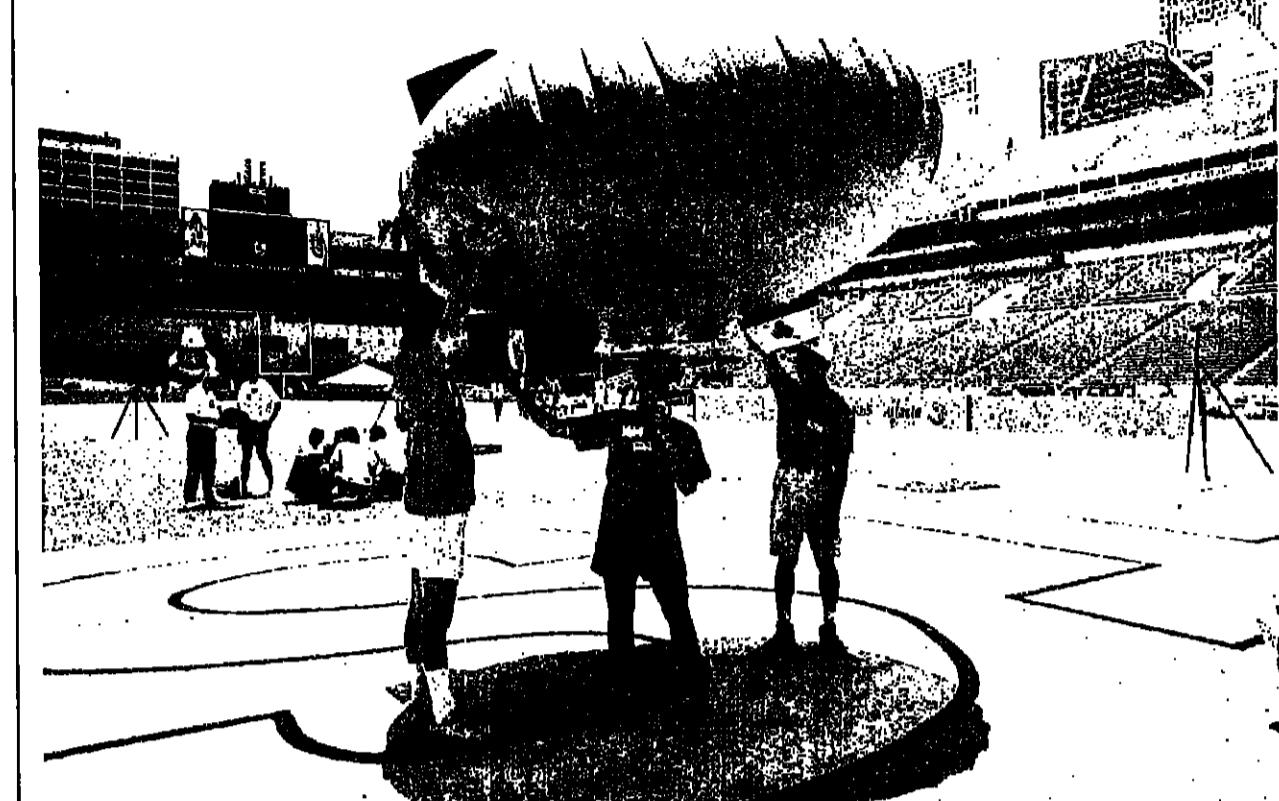
Electronic media seen replacing print: A15  
Project to teach librarians about geographic systems: A16  
Data base to offer abstracts on electronic networks: A15  
Preserving the language of the Ute Indians: A18  
Electronic kiosks offer campus information: A18  
Four new computer programs; one new optical disk: A18

### Government & Politics

**HATE SPEECH CODES IN DOUBT**  
A Supreme Court ruling appears to challenge the legality of attempts by public colleges to ban only specific kinds of "fighting words": A19

**EDUCATION DEPARTMENT WORKS ON REFORMS**  
Although critics and agency officials agree that much more needs to be done, a plan to reorganize federal student-aid operations has been released: A20

**SSC SCIENTISTS ARE BITTER**  
Researchers who have devoted their careers to the Superconducting Supercollider denounced the House vote to kill the project: A22



Like most of the other entries, this blimp built by students from San Diego State U. never got off the ground under its own power at the Aerial Robotics Competition in Atlanta: A16

■ A Maryland company works with colleges and high schools to find financial aid for students: A30

Louisiana State U. bars anti-abortion rally: A4  
Drake U. fraternity member foils would-be burglar: A4  
Calf roping and bull riding at the college rodeo finals: A4  
Mankato State student pleads guilty to setting fires: A4  
A music major's political-science final: A29  
Mich. State survey offers better news for job seekers: A29

### Athletics

**ROLE OF COLLEGE CHIEFS IN THE NCAA**  
A proposal by the presidents' commission of the association would give college leaders more authority over the organization's budget and direction: A31

Wash. State sports program gets two years' probation: A31

### International

**INTERNATIONAL STUDIES IN MONTEREY**  
A California graduate institute makes language fluency a central part of its international curriculum: A33

**ENROLLMENT GAP FOR SOUTH AFRICA'S BLACKS**  
Although whites make up only 13 per cent of the country's population, they account for more than half of all university students: A33

**BROADER TAX ON FOREIGN STUDENTS?**  
U.S. colleges are troubled by a bill in Congress that would tax all of the foreigners' income for study in this country, rather than American funds alone: A35

Grim job prospects for British and Australian graduates: A33  
Serbian government threatens Belgrade U. over strike: A35  
Nigeria charges student leader with treason: A35

### Arts

**ARCTIC STUDIES AT BOWDOIN**  
A wide-ranging assortment of oddities and treasures make up the college's Arctic collection: B4

**AN AMERICAN CUBIST**  
An exhibition of more than 60 paintings and drawings by Max Weber opens in Washington: B40

**Gazette: A28**

## MARGINALIA

## In Brief

## Officials clear dean of alcohol charges

From a report on research at the State University of New York at Binghamton: "As for Faculty Research Support Grants Program, I have no suggestions—only praise. I feel an enormous debt to the Research and Sponsored Programs Office. In my experience, it has been an oasis of efficiency in the SUNY bureaucratic sea."

Where nomad is an island.

From *The College World*, the student paper at Adrian College:

"Into the Streets, a national outreach, recruitment, and education program, has taken Adrian College by storm. 'We only expected about 100 students to participate,' says Seana Monahan, the coordinator for volunteer services, 'we will probably have between 100-200 students in the program' . . .

"The concept of *Into the Streets*, according to Monahan, 'is to immobilize as many students as possible for a day of community service in hopes that students will commit to further community service on their own, in the future.' "

It's worth a try.

News from Lyndon State College: FOR IMMEDIATE RELEASE

MOOSE AMBLES ACROSS CAMPUS IN VERMONT

"Faculty and staff members of Lyndon State College, located in Vermont's 'Northeast Kingdom,' greeted a four-legged visitor to their campus on Friday afternoon. . . . A full-grown cow moose, standing almost six feet tall, ambled across the lawn in front of the campus' administration building at 1:45 p.m., paused on the soccer field and then darted up the hill into the woods surrounding the campus. Witnesses estimate the moose remained on the campus for about five minutes before making her hasty retreat.

"Perhaps she felt behooved to better herself," explained Dr. Peggy R. Williams, president of the college. "She probably heard that we offer a number of interesting fields that she can study."

From *Philanthropic Digest*:

"Iowa State University's largest capital campaign effort, 'Partnership for Prominence,' has surpassed the \$100 mark in its drive to raise \$150 million."

Congratulations! A journey of a thousand miles begins with a single step.

Headline in the Durham (N.C.) Herald-Sun: U.S. TEACHERS LOOKING TWICE AT ABISMAL SCIENCE SCORES

And three times at the spelling scores, we hope.

—C.G.

## Calf roping and bull riding at the college rodeo finals

BOZEMAN, MONT.—Three hundred cowboys and cowgirls competed at the 43rd annual College National Finals Rodeo for National Intercollegiate Rodeo Association titles.

The event was held at Montana

State University. Students competed in calf roping, bull riding, goat tying, barrel racing, bareback riding, saddle-bronc riding, and team roping.

Walla Walla Community College stripped the women's ti-

## Corrections

An item about a trademark dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

Because of incorrect information from the National Aeronautics and Space Administration

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

Because of incorrect information from the National Aeronautics and Space Administration

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark

## PRINCIPLES of SOUND RETIREMENT INVESTING



# BEFORE TRUSTING YOUR FUTURE TO ANY COMPANY, ASK FOR SOME LETTERS OF REFERENCE.

You put more than just your savings into a retirement company. You put in your trust and hopes for the future, too. So before you choose one, ask some questions. How stable is the company? How sound are its investments? How good is its overall financial health?

#### WHERE DO YOU TURN FOR ANSWERS?

A good place to start is with three independent analysts of financial companies: A.M. Best Co.; Standard & Poor's; and Moody's Investors Service. Their ratings

are widely recognized as reliable indicators of how strong a company really is.

#### IN THE FINAL ANALYSIS, TIAA IS LETTER-PERFECT.

TIAA received A++ from A.M. Best Co., AAA from Standard & Poor's, and Aaa from Moody's Investors Service. These ratings reflect TIAA's reliable claims-paying ability, exceptional financial strength, superior investment performance and low expenses.

And TIAA—with its guaranteed rate of return and opportunity for dividends—is

one of fewer than ten companies, out of 2,200 nationwide, that currently hold these highest marks.

#### CREF. FOUR MORE LETTERS EVERYONE SHOULD KNOW.

For further growth potential and diversification, there's the CREF variable annuity, with five different investment accounts to give you the flexibility you want as you save for the future.

Together, TIAA and CREF form the world's largest private retirement system, with over \$100 billion in assets and more



Ensuring the future  
for those who shape it.<sup>sm</sup>

than 70 years of experience serving the education community. For over one million people nationwide, the only letters to remember are TIAA-CREF.

#### SEND NOW FOR A FREE RETIREMENT INVESTMENT KIT.

Mail this coupon to: TIAA-CREF, Dept. QC, 730 Third Avenue, New York, NY 10017. Or call 1 800-842-2733, Ext. 8016.



Name (Please print)

Address

City State Zip Code

Institution (Full name)

Title Daytime Phone ( )

TIAA-CREF Participant  
 Yes  No

If yes, Social Security #

CH

## Scholarship

A 12-year effort to document the life of one of America's most controversial women is now complete at the University of California at Berkeley.

Since 1980, 100 editors, researchers, translators, and administrators have been searching for material about Emma Goldman in more than 1,000 archives and private collections around the world. They have traced Goldman's life through classified government files, papers from obscure archives, and letters buried in basements.

The Emma Goldman Papers Project now has 30,000 letters and papers of the woman who was described as "the high priestess of anarchy" and "a woman 8,000 years ahead of her age."

Goldman was involved as an activist and orator in many of the major events and issues of her era, including the Russian Revolution and the Spanish Civil War and the struggle for women's equality and the right of free expression.

She was thrown into jail for advocating birth control and resistance to the draft, hounded by government agents, and deported to Russia in 1919 by a young J. Edgar Hoover.

"The collection tells you what Goldman was writing to friends and associates on each day, what the government was saying about her, what the newspapers were writing, what her friends were doing, and which police agents were following her and what they thought," says Candace Falk, director of the project and the author of the 1989 biography, *Love, Anarchy, and Emma Goldman*, published by Rutgers University Press.

The project is now working on a two-volume book edition of highlights of the collection. The entire collection is also available on microfilm.

Rewards for whistle blowers are rare. In science, even staying employed after accusing a colleague of fraud has been difficult.

But a small foundation in Cambridge, Mass., awarded \$10,000 last week to Margot O'Toole, a former postdoctoral researcher at the Massachusetts Institute of Technology who raised suspicions about the accuracy of a scientific paper. One of the paper's authors was the Nobel Laureate David Baltimore.

Ms. O'Toole's doubts ultimately triggered four investigations, including one by Congress, but the case is still not resolved. The U.S. attorney's office in Baltimore is reviewing the matter to see if criminal charges are warranted.

The \$10,000 given to Ms. O'Toole came from the Cavallo Foundation, set up by an independent investor, Michael Cavallo.

The award was one of the annual Cavallo Prizes for Moral Courage, given to recognize those who "have chosen to speak out when it would have been far easier to remain silent."



George F. Smoot, III: "These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process."

Some scientists have dubbed the advance "the discovery of the century" and predict that it will eventually win Mr. Smoot a Nobel Prize. It is essentially a map of the ancient universe showing temperature fluctuations in the radiation left over from the "big bang," the explosion that scientists believe created the universe some 15 billion years ago.

### The Great Voids of Space

Theoretical physicists believe those fluctuations, which are only 30 millionths of a degree warmer or cooler than the rest of the background radiation in the sky, eventually evolved into the lumpy universe that exists today.

"These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process," Mr. Smoot says. "Over billions of years, the smaller of these ripples have grown into galaxies, clusters of galaxies, and the great voids of space."

The fluctuations detailed by the Smoot team came after painstaking computer analysis of more than 300 million measurements by the Cosmic Background Explorer (or COBE), a satellite launched in November 1989 by the National Aeronautics and Space Administration.

Colleagues say Mr. Smoot's theatrics helped to break the monotony of the long process of checking and rechecking their data. In one instance, Mr. Smoot wore a tuxedo to one of the team's meetings to emphasize the importance of what it was doing; in another, he made a stunning offer of a round-trip ticket anywhere in the world to anyone who could find a statistical error in the group's findings.

No one was able to cash in on the offer, so in February, Mr. Smoot asked one of his graduate students, Charley Lineweaver, to make one last computer check of the data. Mr. Lineweaver slipped the results under Mr. Smoot's office door, with a note saying simply, "Eureka?"

The announcement of the results at a meeting of the American Physical Society (*The Chronicle*, April 29) came as a relief to cosmologists who had been unable to reconcile the smooth background radiation against the lumpy universe that exists today.

### The Holy Grail

One widely quoted cosmologist, Michael Turner, a professor of astronomy and astrophysics at the University of Chicago, called the discovery one of the most significant advances in astronomy.

"The Holy Grail has been found," he said after the announcement. "It's that important. If this evidence holds up to scrutiny, it is what we've been looking for for 20 years. It confirms our ideas of how structures form."

When Mr. Smoot returned from the American Physical Society meeting, he found a sign taped to his office door: "Home of the Holy Grail." Across the hall, in an office shared by his graduate students, another sign reads: "If You're God, It's Like Seeing George Smoot"—a humorous twist to Mr. Smoot's comment, in announcing the discovery, that "If you're religious, it's like looking at God."

Some members of his team wish he

**"A lot of people might have seized up on the occasion. They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone."**

BERKELEY, CAL.—  
GEORGE F. SMOOT, III, realized his life would no longer be the same the day he noticed a photographer taking his picture as he mowed his front lawn.

For decades Mr. Smoot had led a distinguished yet relatively obscure career as an astrophysicist at the University of California's Lawrence Berkeley Laboratory here. But all that changed two months ago, when he announced at a scientific conference that his research team had uncovered the first evidence of the formation of primordial structures from the universe's creation.

Mr. Smoot became an instant celebrity. The photographer, a *paparazzo* who claimed to be from *Paris Match*, was confirmed of that. But unlike many scientists who have been distracted from their research by the crush of media attention, Mr. Smoot has not shied away from publicity.

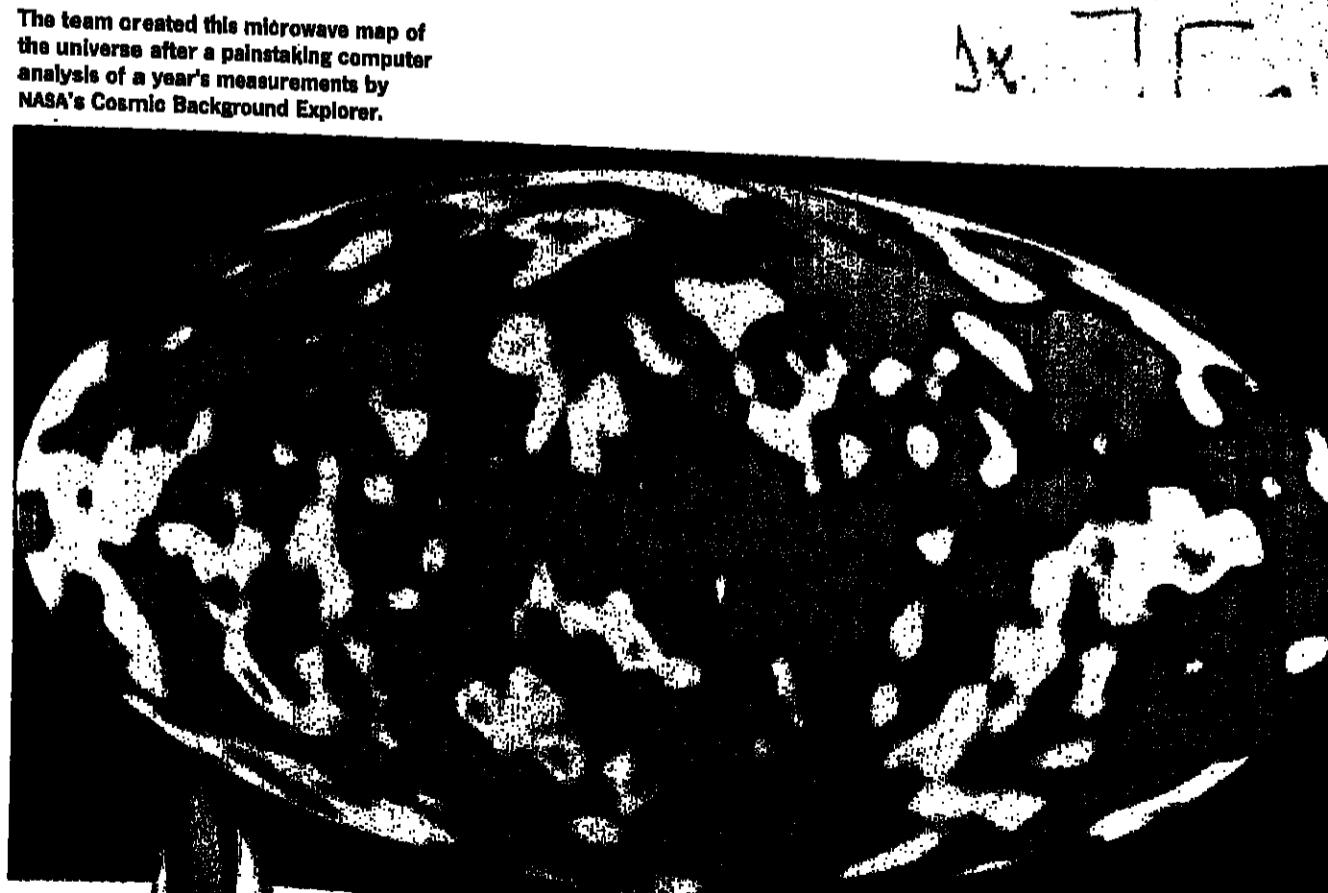
In fact, he and his team of researchers have taken the unusual step of responding personally to hundreds of inquiries from lay people as well as the news media.

whose interest in the universe and its creation have been piqued by the discovery.

"George really wants to communicate the excitement of science to the public," says Jeffery Kahn, a public-information officer at the Berkeley laboratory. "A lot of people might have seized up on the occasion. They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone. I've just been amazed that he hasn't raised the white flag and said, 'Enough!'"

While traveling through France and Switzerland in recent weeks, for example, Mr. Smoot has been writing postcards to the more than 200 people, mostly non-scientists, who sent him letters with questions or comments about his team's discovery. "People take the trouble to write to you," he says matter of factly, "so it's nice to write back to them."

Mr. Smoot was equally accommodating to the man who claimed to be from *Paris Match* (the magazine says it did not send him), inviting the photographer inside his home to take photographs. And when *People* magazine wanted to show him engaged



George F. Smoot, III: "These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process."

*Continued on Following Page*

## 'Discovery of the Century' Creates an Instant Celebrity

*Continued From Preceding Page*

hadn't said that, since his statement quickly developed into a minor controversy among fundamentalists and others who wrote and called to complain. But Mr. Smoot points out that much of the religious reaction to his group's confirmation of the big-bang theory of creation has also been favorable.

"If there is a design to the universe, there must have been a designer," he says, noting that in the week of his announcement, a group of Anglican Bishops meeting in London concluded that his group's discovery had "confirmed the existence of God."

### The Unknown Gets Larger

Mr. Smoot, who avoids questions about his own religious beliefs, says he sees no inconsistency between his team's results and religious ideas of creation. "Anytime you solve a question like this, you raise two more," he says.

Mr. Lineweaver agrees. "The scientific story of creation that we're talking about is incomplete," he says, "and in science, whenever you answer a question, you create two more, so that, in a sense, the unknown gets larger. If

easy to get funding for your work, and that part of getting funding is interacting with others besides your peers."

One thing Mr. Lineweaver learned is how to discuss tactfully the religious implications of the findings, which he thinks have given the discovery wider appeal among the public that is supporting the research.

"America is largely a scientific illiterate society," he says, "but people here think of themselves as being religious. Or they all think they are arm-chair philosophers. So you have to appeal to that, because they are the ones who are paying the money."

Mr. Lineweaver says one of the more memorable calls he received was from a dentist from Boise, Idaho, who told him, "I'm just a dentist to make money. I'm really a cosmologist," and wanted to discuss the implications of the finding.

"One guy called from New York," he adds, "and said, 'I'm an artist. Can you just send me the raw data?' He wanted to type up the data, print it out, and use it in some type of art—to say that this is the universe."

Mr. Kahn says many of the calls his institution has received were from people who said they had no specific question, but, sensing history in the making, wanted to modify their models, most theo-

rists have found verification in the team's map.

"Everybody is saying that who they have predicted comes very close to the map," Mr. Lineweaver says. "I haven't seen anybody say that what they predicted comes very far from that."

Giovanni De Amici, a Berkeley astrophysicist who is a member of the team, says that while the group waits for independent confirmation of its results, which is expected within a year, it will analyze additional data from com to add more detail to the map and provide another check on their results.

"Our necks are out pretty far," Mr. Smoot says, noting that the publicity would prove embarrassing if a mistake were found. "But we think we're right."

### Verification in the Map

As for scientists, many theoreticians—who, like the religious cults, might have found contradictions with their own models of how the universe evolved—have reacted positively to the discovery. By modifying their models, most theo-

Scholarship

July 1, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A11

## Publishing

What do you do when Hollywood calls, wanting to buy the film rights to your press's latest book?

As tempting as it might sound, editors shouldn't get their hopes up. Chances are, even when a press sells the rights to what it thinks is a hot property—fairly rare for most university presses, anyway—the film will probably never be made, says **Dan Dixon** of the **University of California Press**.

Mr. Dixon ought to know. As director of subsidiary rights, Mr. Dixon has been involved in the sale of film options for some 50 books.

"My record so far is one in fifty, and that one won't show up until November," he says.

He's referring to *Ishi in Two Worlds: A Biography of the Last Wild Indian in North America*, now being adapted into a documentary that will be carried by PBS this year. The book was written by **Theodora Kroeber**, the wife of the Berkeley anthropologist **Alfred Kroeber**, and released in 1961.

Mr. Dixon spoke about the ins and outs of selling film and television rights at the annual meeting of the **Association of American University Presses** in Chicago last week. Once a press sells an option on a book—at a fee of roughly \$2,000, which gives the buyer time to put together the financing and recruit people to work on the film—anything can happen. Options have been taken out recently on two other California books: *Boomer: Railroad Memoirs* (1990) by **Linda Niemann** and *Women of the Klan: Racism and Gender in the 1920s* by **Kathleen M. Blee** (1991).

"The person who's bought the rights has to raise millions of dollars," Mr. Dixon says. "The deal can fall through. Barbra Streisand can pull out."

In September, Chicago will release Mr. Maclean's second book, *Young Men and Fire*, the true story of an elite crew of Forest Service Smokejumpers who parachuted into the Mann

on a lot of zeros behind the final purchase price. For a feature film with a budget of \$10-million or less, a press can expect to be paid anywhere from \$10,000 to \$100,000, Mr. Dixon says. A made-for-television movie on a major network could bring \$25,000 to \$75,000. Those figures are based on what film and television producers have indicated they're willing to pay.

"There's a scale to this," Mr. Dixon says. "This is what producers will pay university presses. Anything else is extraordinary."

Actors and producers had tried for years to buy the film rights to *A River Runs Through It and Other Stories*, **Norman Maclean's** critically acclaimed collection of stories that was first published by the **University of Chicago Press** in 1976. Mr. Maclean, who was a long-time professor of literature at the university, brought the book to Chicago after it was turned down by several New York publishers. *A River Runs Through It* was the press's first book of fiction, selling 300,000 copies.

Robert Redford finally succeeded in securing the film rights in 1988, and the movie will appear in October, under Mr. Redford's direction. In this case, the movie rights belonged to Mr. Maclean, not to the press.

In September, Chicago will release Mr. Maclean's second book, *Young Men and Fire*, the true story of an elite crew of Forest Service Smokejumpers who parachuted into the Mann

Gulch fire of August 1949. The press is printing 30,000 copies of the book initially and plans to spend \$40,000 to promote it.

Mr. Maclean spent the last 14 years of his life studying and reliving the fire, and when he died in 1990, the book was still unfinished. In the years before his death, Mr. Maclean's health began to wane, and as the publisher explains in a prefatory note, "*Young Men and Fire* had become a story in search of itself as a story, following where Maclean's compassion led."

A new survey on the status of women in scholarly publishing, released at the **AAUP** meeting, showed that the glass ceiling is ever-present at university presses.

Two thirds of all university-press employees are women, yet they hold only 11—or 14 per cent—of the directorships, the top management position at presses.

The survey was conducted by **Albert N. Greco**, associate dean and director of publishing studies at New York University, for **Women in Scholarly Publishing**. "How can one examine these statistical results and not wonder how these presses, which report after all to a top-level academic or administrative officer at each university, have not been able to find and promote women in the upper echelons of management?" the report asks.

Twenty-eight percent of the women responding to the survey said they had experienced some form of discrimination on the job, and 26 per cent said they had been subjected to harassment—sexual or otherwise. One woman described the often-unfavorable climate at her press as "more in the nature of a chronic disease than catastrophic illness."



### Planning thousands of diverse futures. One on one.

Educators want options. They're looking for retirement plans that offer the flexibility to meet diverse retirement objectives. That's why they're looking at VALIC. We have helped diversify retirement plan portfolios for more than 150,000 educators nationwide. In fact, more than 34% of the nation's colleges and universities have chosen VALIC as an alternative carrier for their retirement plan needs.

#### Options and opportunities.

VALIC's Independence Plus product offers a wide range of investment opportunities—an array of mutual funds and two fixed account options. With a VALIC representative, each of your employees can select from a mix of investment alternatives to best suit his or her individual situation and retirement goals.

#### Investment Options:

- International Equities Fund
- Small Cap Index Fund
- MidCap Index Fund
- Stock Index Fund
- Social Awareness Fund
- Timed Opportunity Fund
- International Government Bond Fund
- Capital Conservation Fund
- Government Securities Fund
- Money Market Fund
- Fixed Account Plus
- Fixed Account

#### Greater flexibility.

VALIC offers plan participants the flexibility to move assets between funds with a toll-free call. Balances may be transferred fixed-to-variable, variable-to-fixed or back and forth among the variable options, without charge. Another convenient toll-free number provides access to daily unit values 24 hours a day.

#### It's your option.

Learn how VALIC is helping plan thousands of futures with more options providing true flexibility. Call 1-800-22-VALIC and we'll send you three brochures addressing the key issues facing administrators today.

#### The Alternative of Choice

**VALIC**

An American General Company

For more complete information about VALIC or Independence Plus, including charges and expenses, please call for a prospectus. Please read carefully before sending any money. Independence Plus is a registered service mark of The Variable Annuity Marketing Company (VAMCO), 6100-27th Street, Virginia Annuity Life Insurance Company, Houston, Texas. VALIC is a registered service mark of The Variable Annuity Life Insurance Company.

## NEW SCHOLARLY BOOKS

### EDUCATION

*Images of American Life: A History of Ideological Management in Schools, Movies, Radio, and Television*, by Joel Spring (State University of New York Press; 306 pages; \$59.50 hardcover; \$19.95 paperback). Describes how political and economic forces have shaped the content of textbooks, curricula, films, and broadcasting since the 1920s.

### HISTORY

*The Correspondence of Erasmus Lefèbvre 1588 to 1584, Volume 10*, translated by R. A. B. Mynors, annotated by James M. Evans (University of Toronto Press; 515 pages; \$100 U.S.; \$65 U.S.). Discusses the British philosopher's election and service as a Liberal MP for the Westminster constituency.

*North County Captives*, by Colin G. Calloway (University Press of New England; 160 pages; \$15.95). Edition, with commentary, of eight narratives by whites held captive by Indians in 18th-century Vermont and New Hampshire.

*The Orphan Train: Pleading Out in America*, by Marilyn Irvin Holt (University of Nebraska Press; 236 pages; \$27.50). Discusses the 19th- and early 20th-century practice of relocating orphaned inner-city children to homes in the rural West.

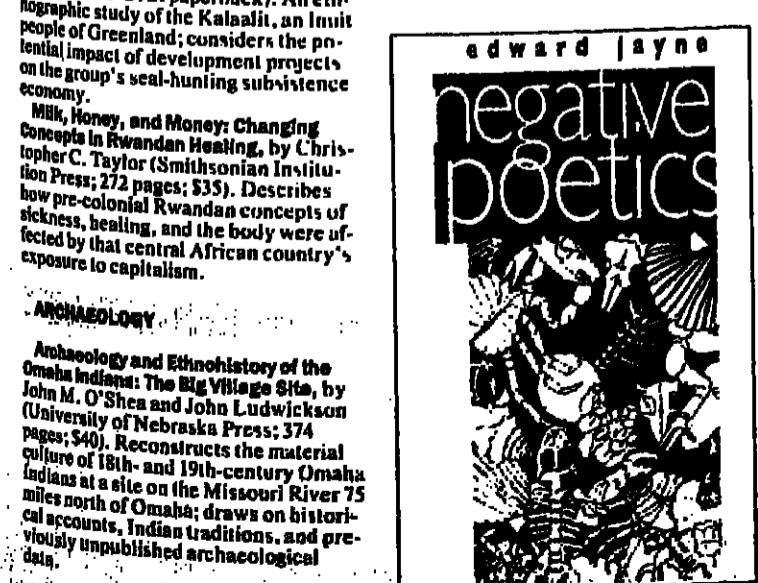
*The Peace Corps in Cameroon*, by Julius A. Amin (Kent State University Press; 248 pages; \$32.95). A study of the corps' programs in the West African country during the 1960s.

*The Portuguese Columbus: Secret Agent of King John II*, by Mascarenhas Barreto, translated by Reginald A. Brown (St. Martin's Press; 594 pages; \$35). Argues that Christopher Columbus was not the son of an Italian wool dealer from Genoa, but rather was a Portuguese spy in the Spanish court whose mission was to keep Spain from finding a true route to India.

*Segregated Bases: All-Black Combat Squadrons of WWII*, by Stanley Sandler (Smithsonian Institution Press; 217 pages; \$24.95). Traces the operational and combat history of the black aviation squadrons whose members were known collectively as the Tuskegee Airmen.

*Sir Oliver Mowat*, by A. Margaret Evans (University of Toronto Press; 437 pages; \$50 U.S. hardcover, \$19.95 U.S. paperback). A biography of the Canadian Liberal Party politician who served as Premier of Ontario from 1872 to 1896.

*Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery*, by Stuart B. Concluded on Following Page



edward s. ayoub

negative poetics

edward s. ayoub

## NEW SCHOLARLY BOOKS

*Continued From Preceding Page*

Schwartz (University of Illinois Press; 192 pages; \$34.95). A revisionist study of the power relationship between masters and slaves in Brazilian society.

*Sweet Charlott: Slave Family and Household Structure in Nineteenth-Century Louisiana*, by Ann Patton Malone (University of North Carolina Press; 369 pages; \$39.95). Draws on data from a statistical study of 135 slave communities in 26 parishes, and on descriptive analyses of Oakland, Petal Anse, and Tiger Island plantations.

## HISTORY OF SCIENCE

*The Papers of Joseph Henry, Volume 8: The Princeton Years, January 1846-December 1846*, edited by Marc Rothenberg (Smithsonian Institution Press; 592 pages; \$55). Documents the American physicist's final years at Princeton University before his election as the first secretary of the newly established Smithsonian Institution.

## INTELLECTUAL HISTORY

*A Position to Command Respect: Women and the Eleventh Britannica*, by Gillian Thomas (Scarecrow Press; 222 pages; \$25). A study of the female contributors to the 1910-11 edition of the *Encyclopaedia Britannica*.

## LAW

*The Wheeling Bridge Case: Its Significance in American Law and Technology*, by Elizabeth B. Monroe (Northeastern University Press; 268 pages; \$45). Examines the role of law in the development of transportation technology through a study of *Pennsylvania v. Wheeling and Belmont Bridge*, a 19th-century Supreme Court case that involved a dispute between Virginia rail and Pennsylvania steamboat interests.

## LITERATURE

*ABC of Influence: Ezra Pound and the Remaking of American Poetry Tradition*, by Christopher Beach (University of California Press; 291 pages; \$35). Discusses Pound's impact on the work of Robert Duncan, Charles Olson, and other postwar American poets, and proposes an alternative to Harold Bloom's theory of literary influence.*Barbara Pym: A Critical Biography*, by Anne M. Wyati-Brown (University of Missouri Press; 232 pages; \$29.95). Topics include how the English writer's experience of aging and ill health influenced her work.*Collaboration and Resistance Reviewed: Writers and "Le Mode Rétro" in Post-Dauphin France*, by Alan Morris (Berg Publishers, distributed by St. Martin's Press; 215 pages; \$39.95). Discusses French literary and intellectual interest in the period of Nazi occupation.*"Contemplations of Created Things": Science in "Paradise Lost,"* by Harinder Singh Marjaria (University of Toronto Press; 376 pages; \$50 U.S.). Challenges the notion that Milton's knowledge of science was based on outdated medieval, teleological sources; argues instead that Milton's *Paradise Lost*, the English poet drew on scientific material in the 17th-century mainstream.*Derek Walcott's Poetry: American Minority*, by Rei Terada (Northeastern University Press; 260 pages; \$35). Focuses on the West Indian-born poet's "geographical imagination" of a collective America, and on his view of the opposition between mimicry and originality.*Emerson on the Schools*, by Merton M. Seal, Jr. (University of Missouri Press; 344 pages; \$39.95). Explores Ralph Waldo Emerson's notion of the true scholar, and describes how his view of the scholar's role in public life changed with his own increased involvement in the abolitionist movement.*Ethnicity and Identity in Contemporary Afro-Venezuelan Literature: A Culturalist Approach*, by Marvin A. Lewis (University of Missouri Press; 136 pages; \$24.95). Considers the significance of racial and ethnic identity in Venezuelan literature through analyses of structural and thematic aspects of works by two black and two non-black writers—Juan Pablo Sojo, Ramón Díaz Sánchez, Juan Rodríguez Cárdenas, and Antonio Acosta Márquez.*Ethnopolitical Ethnography, History, and Literature*, by Arnold Krupat (University of California Press; 288 pages; \$35 hardcover, \$13 paperback). Argues that American Indian writers have produced

an oppositional discourse to the ways Indians have been represented in mainstream ethnographic, literary, and historical writing.

*The Fabulists French: Verse Fables of Nine Centuries*, translated by Norman R. Shapiro (University of Illinois Press; 264 pages; \$49.95). Critical translation of works by French and French writers.*Fatherland: Novels, Freud, and the Discipline of Romance*, by Kenneth S. Cahn (New England Press; 286 pages; \$60 hardcover, \$29.95 paperback). Includes new and previously published essays on images of the revolution in art, literature, and history writing from England, France, Germany, and the Caribbean.*The Space Between: Literary Epiphany in the Work of André Gide*, by Sandra Hulme Johnson (Kent State University Press; 224 pages; \$28). Describes how the contemporary American writer creates moments of illumination, shared by the reader; includes discussions of similar epiphanies in the writings of Hopkins, Wordsworth, and T. S. Eliot.

## MUSIC

*The Correspondence of Roger Sessions*, edited by Andrea Olmstead (Northeastern University Press; \$39 pages; \$60). Annotated edition of more than 200 of the 20th-century American composer's letters, along with some 60 from his correspondents.

## PHILOSOPHY

*Fatality*, by Mark H. Bernstein (University of Nebraska Press; 163 pages; \$25). Topics include plausible and implausible forms of fatality, the relationship between fatalism and moral responsibility, and Ludwig Wittgenstein's views on free will and determinism.*The Finitude of Being*, by Joan Stambaugh (State University of New York Press; 200 pages; \$44.50 hardcover, \$14.95 paperback). Considers the concept of finitude in the work of Martin Heidegger; includes an analysis of his posthumously published work *Belitz* (1989).*In the Three of Wonder: Intimations of the Sacred in a Post-Modern World*, by Jerome A. Miller (State University of New York Press; 222 pages; \$44.50 hardcover, \$14.95 paperback). Discusses Heidegger, Bernard Lonergan, and other theorists in a philosophical study of the experience of wonder, horror, and awe.*The Olympian Dreams and Youthful Rebellion of René Descartes*, by John R. Cole (University of Illinois Press; 312 pages; \$34.95). A study of Descartes's *Olympia*, a compendium of the French philosopher's dreams accompanied by his interpretations.*Philosophy as Therapy: An Interpretation and Defense of Wittgenstein's Later Philosophical Project*, by James F. P. Thompson (Louisiana State University Press; 456 pages; \$37.50 hardcover, \$12.95 paperback). Includes case studies of the attitudes of Presidents Eisenhower, Kennedy, Johnson, and Nixon toward ethics and politics.

## RELIGION

*A Dose of Emptiness: An Annotated Translation of the "strong thus chen mo" of mKhas grags dGe legs dpal bzang*, by Losang Ignacio Tshézön (State University of New York Press; 590 pages; \$99.50 hardcover, \$29.50 paperback). Translation of a 14th-century Tibetan treatise on the theory and practice of emptiness as professed in the Yungdrung Bön tradition.*Goethe's Other Faust: The Drama, Part II*, by John Garey (University of Toronto Press; 215 pages; \$60 U.S.). Analyzes parts two of *Goethe's Faust*, which was worked on for more than 25 years after completing part one; argues that the drama treats the theme of evolution in a way parallel to later Darwinian science.*Kolbein A. Reading*, by Andrew Lyle (University of Missouri Press; 112 pages; \$17.95). A study of *Kristin Lavransdatter*, a trilogy of historical novels by the Norwegian writer Sigrid Undset (1882-1949).*Mark Twain's Letters, Volume 3: 1869*, edited by Victor Fischer, Michael B. Frank, and Dahlia Aronson (University of California Press; 776 pages; \$40). Edition of 188 letters that document Twain's engagement in the Civil War, his travels on the lecture circuit, and work revising *The Innocents Abroad*.*Metaphor Beliefs, Chinese Poems: History and Influence in Mexican-American Social Poetry*, by José E. Limón (University of California Press; 231 pages; \$38 hardcover, \$15 paperback). Draws on the theories of Harold Bloom, Raymond Williams, and Fredric Jameson in a study of the influence of the Mexican corrido or ballad on Chicano poetry of the 1960's and 70's.*Neogothic Poetics*, by Edward Jayne (University of Iowa Press; 331 pages; \$29.95). Argues that misrepresentation is the most essential feature of fiction, and illustrates that view through discussion of "homophonic evasiveness" in such works as Conrad's *Heart of Darkness*, Coleridge's *The Rime of the Ancient Mariner*, and Hawthorne's *Young Goodman Brown*.*On the Translation of Native American Literature*, edited by Brian Swann (Smithsonian Institution Press; 478 pages; \$45 hardcover, \$19.95 paperback). Includes original essays on the*The Emergence of David Duke and the*

history, methods, and difficulties of translating North, Central, and South American Indian literatures.

*"Piers Plowman" and the Problem of Belief*, by Britton J. Harwood (University of Toronto Press; 237 pages; \$60 U.S.). Discusses the 14th-century Middle English poem's depiction of a protagonist in need of a knowledge of Christ as an object of perception.*Representing the French Revolution: Literature, Historiography, and Art*, edited by James A. W. Heffernan (University of New England Press; 286 pages; \$60 hardcover, \$29.95 paperback). Includes new and previously published essays on images of the revolution in art, literature, and history writing from England, France, Germany, and the Caribbean.*The Space Between: Literary Epiphany in the Work of André Gide*, by Sandra Hulme Johnson (Kent State University Press; 224 pages; \$28). Describes how the contemporary American writer creates moments of illumination, shared by the reader; includes discussions of similar epiphanies in the writings of Hopkins, Wordsworth, and T. S. Eliot.*Fatherland: Novels, Freud, and the Discipline of Romance*, by Kenneth S. Cahn (New England Press; 286 pages; \$60 hardcover, \$29.95 paperback). Includes new and previously published essays on images of the revolution in art, literature, and history writing from England, France, Germany, and the Caribbean.*The Flight of the Mind: Virginia Woolf's Art and Major Depressive Illness*, by Thomas C. Conroy (University of California Press; 313 pages; \$30). Shows how the English writer creatively used her experience of mental illness in her theories of fiction, mental functioning, and the structure of the self.*Gloria's Faces: Women, Public and*

## Addresses of Publishers

Continued From Preceding Page

Hill &amp; Wang, 19 Union Square West, New York 10003

Kent State University Press, P.O. Box 5390, Kent, Ohio 44242

Northeastern U. Press, 360 Huntington Avenue, Boston 02115

St. Martin's Press, 175 Fifth Avenue, New York 10010

Scarecrow Press, P.O. Box 4167, Metuchen, NJ 08840

Smithsonian Institution Press, 470 L'Enfant Plaza, Washington 20560

State U. of New York Press, State University Plaza, Albany, NY 12248

U. of California Press, 2120 Berkeley Way, Berkeley, CA 94720

U. of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820

U. of Iowa Press, Iowa 52242

U. of Nebraska Press, 901 North 17th Street, Lincoln, NE 68588

U. of North Carolina Press, Box 2288, Chapel Hill, NC 27515

U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto M4Y 2H8

Wayne State U. Press, Leonard N. Simons Building, 5959 Woodward Avenue, Detroit 48202

## Publishers

Continued From Preceding Page

Environmentally aware policy holders in higher education's largest pension system will now be able to invest their money in companies with the same values.

Since 1990, the College Retirement Equities Fund has offered a "Social Choice Account" that allows policy holders an opportunity to invest in companies that adhere to certain social standards. For instance, the account has avoided investments in companies that do business in South Africa. Now, it will screen companies to avoid investing in those with poor environmental records. Companies whose business has caused—or may cause—significant damage to the environment will be excluded from the Social Choice Account.

Albert J. Wilson, vice-president and corporate secretary, said the "environmental screen," as CREF calls it, was developed by a TIAA-CREF trustees' committee. "Our commitment to having an environmental screen was there from the very inception," he says.

"But it was one that we realized wasn't going to be as easy to implement as, for example, the one involving South Africa."

cgef will look at a company's record of fines and civil suits as well as its emission or production of toxic chemicals and its liability for hazardous-waste disposal sites.

cgef has hired a consultant to help it evaluate companies. cgef, with its companion company, the Teachers Insurance and Annuity Association, has assets of \$104-billion. The Social Choice Account has assets of \$19.1-million.

A group of educators is designing a blueprint for teacher education.

Teams of educators led by 35 college presidents met last month to discuss ways in which the nation's elementary and secondary schools would change. The conference, held in Washington, was sponsored by the American Association of State Colleges and Universities and Digital Equipment Corporation.

According to the group, tomorrow's schools will work more closely with parents, businesses, social services, colleges, and other groups. They will be fully equipped with technology. Teams of teachers will instruct classes. And teaching styles will be varied to meet the needs of individual students.

To prepare prospective teachers for the new schools, the group concluded that, among other things, professors must show how information in one discipline relates to others. They must put more emphasis on a student's ability to demonstrate understanding.

Technology must be used. And teaching will have to focus on the process of gathering information rather than committing it to memory.

A special committee will use those ideas to develop a plan for teacher preparation and retraining. It will be released in the fall.

It soon became clear how difficult that would be.

Within half an hour, the keynote speak-

## Personal &amp; Professional

## MIT Head Calls for 'Transformation' of Engineering Education; Hits Accreditors

He wants changes to be 'exciting and profound'

By DEBRA E. BLUM

The president of the Massachusetts Institute of Technology last week called for a major overhaul of engineering education that would emphasize design and production along with leadership and teamwork.

Speaking at the annual convention of the American Society for Engineering Education in Toledo, Ohio, President Charles M. Vest became the latest higher-education leader to weigh in favor of such changes. He asked the 1,200 engineering educators at the meeting to support a "transformation" in engineering education that would be "every bit as exciting and profound as was the engineering science revolution" after World War II.

At the same time, he accused the Accreditation Board for Engineering and Technology, which accredits 350 schools of engineering around the country, of hindering the kind of innovation and experimentation he is encouraging.

## Left in the Dust

He told the audience that a more flexible accrediting process was needed to promote change, or the board "will be left in the dust."

John W. Prados, head of chemical engineering at the University of Tennessee and president of the accrediting board, said Mr. Vest was not alone in accusing the board of being too rigid. He said the board was re-evaluating its guidelines and might make changes as early as October.

"There's always been tension between the responsibility we have to maintain what we see is the minimum quality level in engineering education and the responsibility to encourage innovation or at least to not get in the way of innovation," Mr. Prados said.

In his speech, Mr. Vest said changes in engineering education were necessary to *Continued on Following Page*

CHARLES M. VEST, president of MIT: Math, science, and computation "must be integrated into our ability to do real engineering work."

## Women's Studies Group, Hoping to Heal Wounds, Finds More Conflict

By COURTNEY LEATHERMAN

AUSTIN, TEX.

This year's annual meeting of the National Women's Studies Association was supposed to heal fractures that crippled the organization after a large group of minority women staged an angry walkout at the 1990 conference.

The 1992 meeting, whose theme was "Enlarging the Circle: the Power of Feminist Education," started on a promising note: the screening of "I Am Your Sister," a video depicting a successful multicultural conference. In opening remarks, Deborah Louis, the association's leader, then urged white women should not have been selected to start a conference aimed at opening the association up to minority women.

Then, meeting organizers apologized to Jewish conference who had been inconvenienced by the scheduling of the Friday-night session, which interrupted Shabbat.

Later that evening, some "eco-feminists"—scholars who believe in a feminist approach to environmental issues—complained that every meal served at the conference included meat.

Finally, one conference complained that

participants should be asked in the future to forgo hair spray and perfume, which allergy sufferers might find irritating.

And so it went at the 15th annual meeting of the NWSA, an academic meeting unlike most others.

Many here stressed the unique nature of the association, which combines scholarship, politics, and activism, and which grew out of the women's movement of the early 1970's. All those characteristics are vital to the organization and the discipline, many here said. Because women's studies challenge the *status quo*, they must by their very nature have an activist element, these scholars said.

Those elements were obvious here, as sessions started off with songs adopted from earlier protest movements. But some

*Continued on Following Page*

## Feminist Group Strives to Heal Crippling Wounds

*Continued From Preceding Page*  
participants here noted that the myriad agendas had often made for confusion, frustration, and divisiveness, and they likened the NWSA to a "dysfunctional family."

Divisions are nothing new for the organization. Tensions erupted at the 1990 meeting in Akron, Ohio, when nearly 100 women walked out. In part, the walkout was a protest over the association's firing of a black employee who had accused the organization of discrimination.

A number of members took up her cause and issued a list of unsuccessful demands at the 1990 conference. One of the women who participated in the walkout later charged that "white women were acting like white men."

In the months that followed, the association's five-member national staff resigned and the group canceled its 1991 annual meeting.

The NWSA has been trying to recover ever since. Its board hired three black women to run the national office. It formed a committee to revamp its governance structure, and it has been struggling to boost membership, which dropped from 4,000 to fewer than 2,000.

### 'Open and Vulnerable'

Despite the chaos at this year's meeting, some of the approximately 500 here were convinced that the meeting alone was proof that the NWSA had survived the worst.

Still, many said that the organization continued to face both internal and external pressures. "We're so open and vulnerable to institutions that see us as an organization that is always supposed to be 'politically correct,'" said Wilma Boddie-Beaman, a counselor at the State University of New York's College at Brockport and the head of NWSA's steering committee.

"Then, when we can't be all things to all people, we're vulnerable."

Ms. Boddie-Beaman was among the black women who did not walk out of the 1990 conference. Some here said it was ironic that the NWSA was besieged by chaos at a time when academic programs and scholarship in women's studies were flourishing on many campuses. Those observers worried that the NWSA's problems would be misconstrued and used by critics to tar women's studies programs.

### A Critic Attends

One of the group's most outspoken critics was, in fact, in attendance: Christina Hoff Sommers, a philosopher at Clark University who joined the association last year. (Ms. Sommers may have been hard to spot. Her sister, Louise Hoff, who accompanied her, was wearing Ms. Sommers's name tag. Ms. Hoff explained: "Christina had said some women might be hostile to her being here.")

Ms. Sommers called the meeting disappointing. "I'm stunned by the incredible discrepancy between the mood and tone of this conference and that of other academic conferences."

She added: "Though I admit women's studies can be somewhat different, the difference is too extraordinary and it brings out the worst stereotypes against women—of being somewhat hysterical."

Ms. Sommers complained that she saw little evidence of serious scholarship at the conference. Her opinion was not shared by many.

"She is flat-out wrong," said Evelyn S. Newlyn, an associate professor of English and director of women's studies at Brockport. "I presented my paper on 14th-Century Middle English dramatic verse," she added, explaining that her analysis challenged the traditional male-centered interpretations of the plays. "You can't get much more scholarly."

Many others also said they had

ers in the NWSA particularly when the association is restructuring itself to provide a better forum for its other groups. The NWSA is made up of about a dozen caucuses. Many in the "women of color" caucus complained that this conference had not fully addressed the conflicts that led to the problems in 1990. Ms. Boddie-Beaman, of the NWSA's steering committee, said she believed the many competing

## Personal & Professional

### NEW BOOKS IN HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

*Academic Year Abroad, 1992-93*, edited by Sara J. Steer and Ed Battle

Institute of International Education Books, 809 United Nations Plaza, New York 10017; 482 pages, \$19.95, plus \$3 for shipping.

Contains information on more than 3,000 programs for students interested in studying abroad during the academic year.

*Beyond Planar: Medical Education*

in the Twentieth Century, edited by Barbara Baranowsky and Norman Givitz (Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, Conn. 06881; 246 pages, \$49.95 plus \$3 for shipping). Contains information on more than 3,000 programs for students interested in studying abroad during the academic year.

*Black Women in Higher Education: An Anthology of Essays, Studies, and Documents*, edited by Elizabeth L. Hale (Carland Publishing, 717 Fifth Avenue, Suite 2500, New York 10022; 341 pages, \$50 plus \$3 for shipping). Includes materials from the 1860's to the 1980's.

*Directory of Puerto Rican Professionals Working in Institutions of Higher Education in the United States*, compiled by Ramon Borque-Morales (Center for Puerto Rican Studies, City College of the City University of New York, 493 Park Avenue, New York 10021; 132 pages; \$15 plus \$3 for shipping).

*Memories of an Obscure Professor*, by Paul F. Boller, Jr. (Texas Christian University Press, distributed by Texas A&M Press, Drawer C, College Station, Tex. 77843; 28 pages; \$24.95, plus \$2.50 for shipping). Contains autobiographical sayings by a professor emeritus of law.

*The Soviet System of Education*, by Irina Popovych and Brian Lewis Stankovich (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington 20036; 140 pages, \$25 for AACRAO members, \$40 for non-members, plus \$3.50 shipping in both cases). Presents information on all levels of the education system of the former Soviet Union. The book is intended as a reference for admissions officers who may be dealing with larger numbers of former Soviet students because the establishment of new exchange programs.

A sociologist at Queens College of the City University of New York is predicting that electronics will eventually replace print as the medium for conveying information.

"In the economic competition between the two, books, magazines, and newspapers are already doomed," says Lauren Seiler, an associate professor of sociology, drawing on findings from a paper he plans to present at a meeting of the American Society of Information Science next fall. "There is simply not enough money for print and electronic technology to coexist."

For example, says Mr. Seiler, "printing a color book requires a full web press and an acre of space, whereas it is far less expensive to copy 50,000 pages, many in full color, to a single disk."

He adds: "Electronics are demonstrating that they are more cost effective every day and every hour."

**The Association of Research Libraries** is working with 31 member institutions on a project to increase the number of librarians who can use geographic-information systems.

The one-year project is a response to a growing need for librarians who know how to gain access to certain electronic information—census data, for example—in the federal depository libraries and show people how to use it. The association is holding workshops and using electronic mail to provide instruction to the librarians.

A geographic-information system, or GIS for short, is a database program that lets users store and retrieve environmental and other data and create maps for economic-development agencies and other organizations.

Several software companies are donating programs and data bases for the project.

Harvard University's school of government is creating a data base for current research on policy issues stemming from electronic networks and information in digital form.

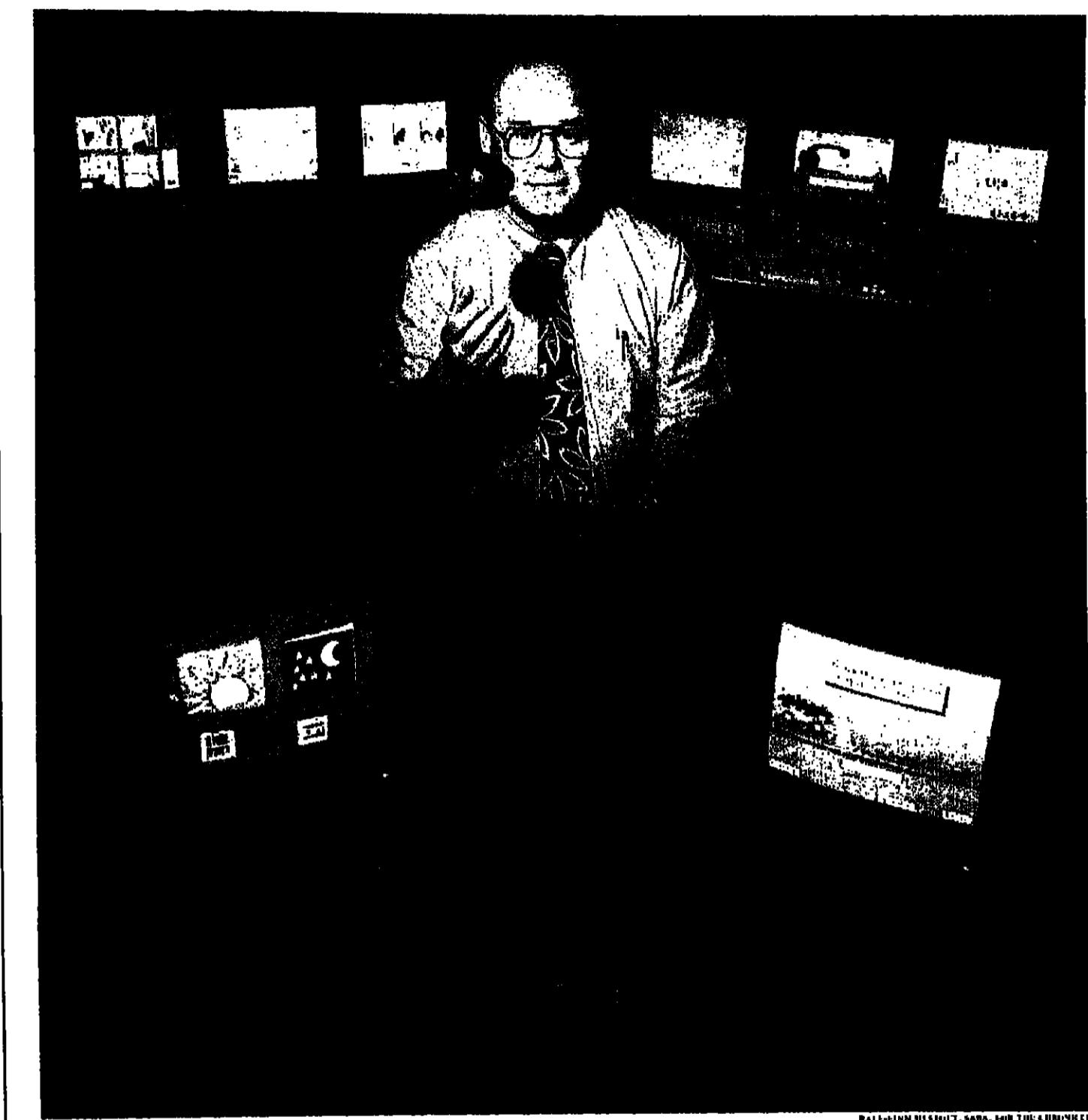
The data base, a project of the Science, Technology, and Public Policy Program, will include abstracts on the National Research and Education Network, the Internet, and network security, as well as on electronic publishing, intellectual property, and access to government information.

The town of Woodstock is centrally located with exceptional access throughout New England within 90 minutes of the region's four major metropolitan areas—Hartford, Providence, Springfield, and Boston.

The Data General Training Center, which has been managed by the Marconi Corporation, is a highly functional and well-located facility. It provides an excellent environment for various educational, corporate and institutional applications.

For more information, contact Mr. Kahin, Information Infrastructure Project, John F. Kennedy School of Government, Harvard University, 79 John F. Kennedy Street, Cambridge, Mass. 02138; (617) 495-8903; [GOVLLAND@HUSC8.HARVARD.EDU](mailto:GOVLLAND@HUSC8.HARVARD.EDU).

## Information Technology



Thomas F. Ryan: "Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary."

**T**WO TEACHER EDUCATORS are putting the finishing touches on a software package they have developed to help deaf children learn to lip read.

The multimedia package, called "Read My Lips," will let the children read a story about dinosaurs and see a full-motion video on a computer screen. When the students see words they don't know, they can press a key to call up an image of an instructor demonstrating the correct pronunciation.

That project is just one example of the work under way with computers at the Illinois State University's College of Education. Over the past few years, the college has taken steps to make sure that the 800 prospective teachers it graduates each year are able to plan lessons that use computers.

"Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary," says Thomas F. Ryan, the college's dean.

Increasingly, America's schools are

*Continued on Following Page*

## MIT Head Calls for 'Transformation' of Engineering Education

*Continued From Preceding Page*  
meet the challenges of "growing internationalism, decreased emphasis on military concerns, increased economic competitiveness on a global scale, dramatically changing demography, and widespread concern about the quality of education at all levels."

He said engineering education needed to restore a basic focus on design and production and be more closely tied to engineering practice. In addition, he said, engineering students must be taught leadership and teamwork skills.

### A Growing Movement

Not all of Mr. Vest's ideas, as he himself noted, are original. Indeed, the concepts he discussed are part of a movement that is gaining momentum around the country. His message attracted attention, however, because of the urgency of the problem and his affiliation with MIT, a leader in the field.

Over the past several years—at MIT and elsewhere—professors, administrators, and practicing engineers have been re-examining

what is being taught to engineering students, and how. The field is trying to attract students who may shun engineering because of its top-heavy math and science requirements. It is also trying to improve its service to industry, whose leaders have increasingly complained that engineering graduates are not prepared for the kind of teamwork and problem solving necessary in the workplace.

From 1981 to 1991 the number of baccalaureate degrees in engineering awarded by U.S. institutions increased by 2 per cent, but the 1991 figure was 18 per cent below the peak reached in 1986. The proportion of Americans and other permanent residents of the U.S. earning such degrees increased slightly over the decade.

According to Frank L. Huband, executive director of the engineering-education society, most observers in the field agree that the 30-year-old model of "science-based" engineering education is outmoded. In the 1950's, he said, engineering education changed from a mostly applied discipline

that integration may be the most critical factor for change. "I don't want to back off the depth of math, science, and computation," he said. "But they can't be left dangling. They must be integrated into our ability to do real engineering work."

Exclusive agent  
**Meredith & Grew**  
Meredith & Grew, Incorporated 1601 Summer Street, Boston, MA 02107  
(617) 330-4400

## Teachers' Use of Computers Stressed by Education College

Graduates of program at Illinois State U. are expected to know how to apply technology in their lesson planning

By Julie L. Nicklin



**THIS ISN'T 'STAR WARS'****Flying Robots Fail to Take Off, but Maybe That Wasn't the Point**

By DAVID L. WILSON

ATLANTA

People came to the Aerial Robotics Competition at the Georgia Institute of Technology's football stadium here expecting to see flying robots built by 15 teams from colleges and universities.

But most of the teams never got their robots off the ground.

The teams were supposed to build robots, most of which looked like small helicopters, that could fly without human intervention. Instead of a person at the controls, computers were supposed to keep the craft aloft and guide them on their missions.

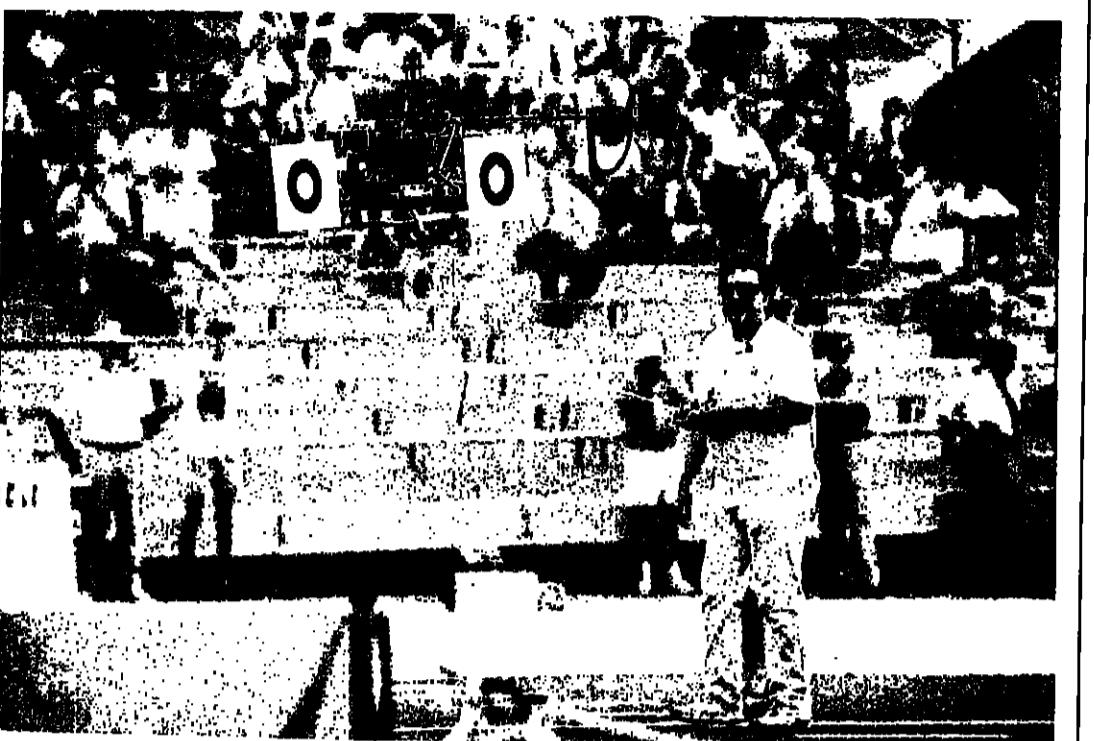
But as spectators waited in 90 degree heat, one robot after another either failed to get off the ground or could be operated only by pilots using remote controls. Some of the most unusual designs, including a blimp from San Diego State University, were brought to the competition only as exhibits, because the teams involved were unable to solve technical problems.

**Only 4 Attempts**

Only four of the robots even attempted autonomous flight. Observers were disappointed when those four robots, finally freed from human control, behaved like drunken, airborne food processors. Instead of locating and moving test object, the robots wandered about the field aimlessly, dashed themselves against the AstroTurf, or simply plopped onto the football field, unable to continue.

But Robert C. Michelson, a principal research engineer at Georgia Tech's Research Institute, who organized the contest, said the spectators' expectations had been skewed by Hollywood. "Everybody's seen *Star Wars*, and everybody thinks that robots are really easy to build," he said. Mr. Michelson said the teams had accomplished a great many impressive things, and although none of the robots was able to complete the assigned tasks, the competition was not a failure. "This is science," he said. "Scientists make progress by experimenting, seeing what works best, and what doesn't."

"The government, big corporations, they can't build what we've asked these students to build. It's really hard."



MARGARET BARRETT, GEORGIA INSTITUTE OF TECHNOLOGY

Michelson is executive vice-president. The team scoring the most points wins \$10,000.

Computers control the robots, attempting to maintain stable flight and carry out the mission. Once airborne, some sort of navigational system and sensory devices are needed to guide the robots to a bin containing six metal disks. The metal disks—about three inches across and painted fluorescent orange—look like tiny reels used for movie film.

The robots must be able to find a disk, grab it, fly over a three-

foot tall barrier, find another bin, and deposit the disk in it. A perfect flight would see a robot complete the procedure with each of the six disks before finally returning to its starting point for a gentle landing.

A team from the Naval Academy, whose robot's guidance system wasn't quite ready in time for the competition, demonstrated how difficult the tasks would be even for a human pilot. Their radio-controlled helicopter, operated by a midshipman, swooped and pitched about the competition arena, buffeted by gentle gusts of wind. After several tries, the rig actually managed to grab one of the disks, to cheers from a small crowd. But over the other bin, the craft began swinging about as the operator fought for control, and the disk eventually fell from the retrieval mechanism.

Most of the 15 teams that originally entered the contest were unable to compete because of equipment problems. Many transported their machines to the stadium

Hula-Hoop," explained Corey Maye, a member of the team who is studying aerospace engineering and will be a sophomore in the fall. The team bought a broken model airplane for \$30 and spent an additional \$700 installing high-tech hardware in an attempt to give the craft sensors and a navigation system. "If we gave out a prize for the least expensive vehicle, they'd win it," said Mr. Michelson. Some of the projects were worth \$20,000, plus the cost of computers and other equipment lent to the teams by their institutions and corporations, he said.

**A Mockery**

The awarding of the top score to Hula Saucer brought forth some not-so-sportsmanlike comments from fellow competitors. The craft was launched in the direction of the first bin and crashed nearby, giving little evidence of any control whatsoever. "I guess if I throw a rock up in the air and it lands in the bin, that's autonomous flight," said a mem-

**Prize Is Split**

The three judges declined to give the full prize to Hula Saucer, citing the fact that no vehicle had accomplished the assigned tasks. Instead, they awarded \$5,000 to Hula Saucer's team. Another team from Georgia Tech was awarded \$2,000, and a team from the Southern College of Technology got \$3,000. Both teams flew craft that resembled helicopters.

Mr. Michelson said none of the five entrants in last year's competition had come close, either, but each of them got part of the \$10,000 prize.

Raymond C. Simon, who will be a senior in mechanical engineering at the University of Dayton this fall, said he was not disappointed at the poor showing made by his team's helicopter. "I learned an awful lot doing this," he said. For his entire college career, he said, he has worked largely with other mechanical engineers. This project forced him to work side by side with computer specialists, electronic engineers, and software designers. "It taught me how to work with other specialties."

**Cost and Reluctance**

That was one of the major goals of the competition, Mr. Michelson said. Next year the association will sponsor a contest for ground vehicles. The aerial robotics competition is also expected to go on, said Mr. Michelson, who does not think that the tasks assigned to teams fielding the flying robots are too difficult. "It's supposed to be hard. If it's too easy, there's not much point to it."

**Contest's 2nd Year**

This is the second year the contest has been held, and Mr. Michelson said he was confident that next year's entrants would come closer to achieving the goals. He drew a parallel between the colleges' efforts and the challenge to achieve human-powered flight, which stood for decades before a team of researchers finally accomplished the task in 1977.

The competition is sponsored by the Association for Unmanned Vehicle Systems, where Mr. Mi-

**Information Technology****Program Expects Teachers to Learn Use of Computers**

*Continued From Preceding Page*  
pressing education programs to produce elementary- and secondary-school teachers who can use computers as teaching tools. More than 95 per cent of the nation's public schools now have one or more computers, according to a report by the Office of Technology Assessment. School-reform movements emphasize the importance of technology in instruction. And computers are common in a growing number of homes.

**Lagging Teachers**

Yet many teacher-training programs produce graduates who are less proficient with technology than their future students, some teacher educators say.

David G. Imig, executive director of the American Association of Colleges for Teacher Education, says roughly 20 per cent of the nation's teacher-training programs are on the cutting edge of technology. About 60 per cent offer one or two courses that introduce students to technology or concentrate its use in a few areas, he says, while the remaining 20 per cent have not taken the first steps.

About 80 per cent of the college's 120 faculty members now use computers in their courses and for administrative work. The remaining 20 per cent aren't interested or don't see the need. "We ca-

not be aware of the technology and what it can do for you is more important than the computer you use."

"That's a stage beyond where most people are," says Jerry Willis, a professor of instructional technology at the University of Houston, who heads the Society for Technology and Teacher Education. "A lot of education schools got \$3,000. Both teams flew craft that resembled helicopters."

In March the society, which is a division of the Association for the Advancement of Computing in Education, gave Illinois State a national award for "Best Integration of Technology Into a College of Education."

Many teacher educators fear that if technology is not taught, or is just taught in a few courses, students will see it in isolation. Blending technology throughout the curriculum, they say, lets prospective teachers see that computers can become an everyday teaching aid.

"We are really struggling with that," says Mr. Imig. "It is absolutely essential, because that is what prospective teachers are going to have to do in schools."

**Cost and Reluctance**

So far, teacher-education programs have had varying degrees of success in integrating technology into their curricula. Many programs cannot afford the equipment that would let them make technology a priority. And some professors are reluctant to use computers.

Illinois State is working through those problems. The College of Education began to introduce technology piecemeal into its programs in the 1970's. Since the late 1980's,

**Information Technology**

the International Business Machines Corporation has lent the college computer equipment valued at \$100,000 under a "Try It and Buy It" program and has donated nearly \$750,000 in hardware and software.

The center of computer activity at Illinois State today is Room 532 in DeGarmo Hall. More than 100 personal computers used by professors and administrators throughout the college are being linked to three minicomputers there to form a network. The network will let people send electronic mail and use more sophisticated software. Eventually, equipment in the college's nine computer laboratories will be on the network.

**"We've Opened a Lot of Doors"**

"It really helps our students to see the diversity of computers," says Marygrace Surma, a coordinator of technology transfer. "Being aware of the technology and what it can do for you is more important than the computer you use."

Just a few yards from Fairchild is Metcalf Elementary, and farther down the road is University High School. Both are public institutions run by the university as laboratories.

opened a lot of doors and windows for a lot of possibilities."

The college's computers are of many models, and some are out of date. Those realities, officials say, are a benefit in teacher training because many schools in which the students will eventually teach will not have the newest equipment.

"It really helps our students to see the diversity of computers," says Marygrace Surma, a coordinator of technology transfer. "Being aware of the technology and what it can do for you is more important than the computer you use."

Just a few yards from Fairchild is Metcalf Elementary, and farther down the road is University High School. Both are public institutions run by the university as laboratories.

oratory schools. Every Illinois State education student must log at least 100 hours of observation and experience in the local schools or the laboratory schools. Because the lab schools have computer facilities, the hours students work there are often spent with comput-

ers. This past spring, Rita Fisher, a sixth-grade teacher at Metcalf, had seven education students working with her class on computers. Among other activities, the prospective teachers helped the students write letters, create charts, and locate points of longitude and latitude on maps. "I don't want the new teachers to be afraid of teaching with computers," says Ms. Fisher. "I want them to feel that they can give it a try."

**Plug Into The Future Of Educational Electronic Communications.**

Today's college bound students are growing up in a quickly evolving world of electronic information access. GTE Applied Campus Technologies brings this voice, data and video capability into the dorm room through our unique multi-function port. It is totally adaptable to virtually any PC, as well as providing telephone and cable TV services.

Thus, through turn-key installation of a vendor-independent infrastructure, your entire campus can be networked to provide a vast selection of cable TV channels, worldwide information access, video-on-demand, E-mail, and other services custom tailored to your needs.

Want to learn more? Simply call for our free Smart Campus™ brochure today.

1-800-743-4228

**GTE**

**Applied Campus Technologies**



## TECHNOLOGY UPDATE

- Primer planned to preserve Ute language
- Campus kiosks offer electronic information

A group of professors and students at the University of Colorado at Boulder have volunteered to develop a computer system to preserve the language of the Ute Indians.

William C. Miller, a lecturer in the electrical- and computer-engineering department and the group's technical adviser, says the tribe has provided audiotapes of Ute words together with their English equivalents. The volunteers are copying the tapes in digitized form into an Apple Macintosh computer and using a machine called a scanner to load images that illustrate the words. The Ute words will be linked to corresponding English words and images to create an electronic primer.

While about 90 percent of Utcs over age 55 speak their native tongue, few of those under 25 have even a limited understanding of the language, says Mr. Miller. Consequently, the language is in danger of dying out, he says. Since members of the Ute tribe have access to computers on the reservation, the system can help young people learn the language in school.

Mr. Miller and his colleagues have developed a phonetic alphabet for the Ute language and written software to enable a computer keyboard to represent those sounds.

For more information, contact Mr. Miller, 350 Hopi Place, Boulder, Colo. 80303; (303) 492-0248.

Ball State University has installed 10 electronic kiosks around the campus that offer students, faculty members, and visitors a cornucopia of information.

Robert E. Yadon, an associate professor with the Center for Information and Communication Sciences, says the kiosks—bright red boxes that contain a computer monitor—offer passers-by access to maps, university information,

and information about sporting and cultural events. "It's like an electronic almanac," he says.

The computers that operate the kiosks are housed in the campus computer center. Information flows between the computers and the kiosks through the university's campuswide fiber-optic network. The system stores information on optical disks, which give the kiosks the ability to display full-motion video clips.

"For instance, when you ask for sports scores, we display highlights from last season on the monitor," says Mr. Yadon.

Eventually, he says, the kiosks will be equipped with card readers that will let users do such things as vote in campus elections, and with printers that will give out maps, receipts, or coupons. "The kiosks aren't just built for today; they're built for tomorrow. It's a matter of moving information to people and not the other way around," Mr. Yadon says.

For more information, contact Mr. Yadon, Ball State University, 213 Ball Building, Muncie, Ind. 47306; (317) 285-1515.

—DAVID L. WILSON

**Briefly Noted**

- **CD-ROM's In Print 1992**, an international directory of 3,000 compact disks from 2,600 publishers and distributors, is available from Meckler Publishing, 11 Ferry Lane West, Westport, Conn. 06880; (800) 635-5537 or (203) 226-6967. A print edition costs \$65. A CD-ROM edition costs \$95.
- **Ethical Use of Information Technologies in Education: Important Issues for America's Schools**, a 33-page report on computer-related crime and unethical behavior, is available free from the National Criminal Justice Reference Service, Box 6000, Rockville, Md. 20850; (800) 851-3420 or (301) 251-5500.

## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

## COMPUTER PROGRAMS

**Assessment.** "Performance Plus," for IBM PC and compatibles. Lets instructors collect, store, and report performance-based, student-assessment data; an Individual Education Plan with goals and objectives; allows instructors to track student progress; \$42.95; quantity discounts and site licenses available. Contact: National Computer Systems, Box 9365, Minneapolis, Minn. 55440; (800) 447-3269 or (612) 823-3000.

**Computer Games.** "Graphic Robot Simulator, Version 3.0," for Apple Macintosh. Introduces students in beginning courses to key robot-motion concepts; concepts include robot definition as a chain of links, joint and Cartesian axes, homogeneous transformations, and programming by defining motion sequences; \$35; quantity discounts available. Contact: Intellimation, Dept.

ment GPG, Box 1530, Santa Barbara, Calif. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Grades.** "Professional Educator's Toolkit," for IBM PC and compatibles. Lets instructors record grades, define grading periods and scales, record class attendance, issue reports, and more; \$325. Contact: Ideasmith Software Inc., 604 North Woodlawn, Kirkwood, Mo. 63122; (314) 984-0019.

**Utilities.** "BiblioTool," for Sun systems.

Lets users prepare an image for analysis and generate quantitative measurements of objects or structures present in the image; includes basic I/O compatibility and displays built-in color tables; \$1,250 for program; \$23 for documentation.

Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3262.

**Software.** "SIGI PLUS,"

Medicine. "Initial Assessment and Management of the Major Burns Patient," for videodisk players used with IBM PC and compatibles. Uses images of burn patients to introduce students to the initial assessment and management of victims of major burns; \$90 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

**Administrative Software.** Comprehensive, fully supported and integrated Student Information, Financial, Human Resources, and Fundraising software system for higher education. Installations at over 80 colleges and universities. On-site training/installation provided. For information call 1-800-253-6017.

**OPTIONS COMPANY**

**Career Planners: SIGI PLUS** from ETS—career guidance software system for the '90s. Call 800-257-7444.

## Information Technology

## InfoTech Services

## CATALOGUES

## Higher Education Software Collection

Over 150 commercial programs • 300 courseware, shareware & public domain programs • IBM & Macintosh  
FREE! (800) 242-7488  
Charlet Software Group

## COMMUNICATIONS

Enhance your campus academic and life style programs with CTE's Smart Campus. The turn key package includes an on-campus broadcast network for lectures and conferences, on and off-campus resource data access, advanced telecommunications and more.

Call 1-800-743-4228.

**GTE Applied Campus Technologies**

## CONSULTANTS

EDUCOM Consulting Group, 209-872-4200 or ECG@EDUCOM.EDU

## GROUPWARE

**PARTICIPATE\***  
Computer Conferencing Software for Distance Learning

Fax: 215-435-4453  
Internet: epart@vax.cc.lohigh.edu

## SOFTWARE

**banner.**  
The BANNER Series

The Power to Reach New Heights in Administrative Computing

Five Integrated Systems

Finance • Alumni/Development

Financial Aid • Student Human Resources

Systems & Computer Technology Corp., 4 County View Road, Malvern, Pa. 19338, PA, call: 800-947-6200

Call toll-free 800-923-7036

**EDSmart**

©1992 Information Associates, Inc. All rights reserved.

Reach over 420,000\* technology-minded readers every week... higher-education professionals who are looking for information about computer products and services.

## LEGEND

Tomorrow's Solutions Today

...the family of advanced administrative software systems from AMS—the LEGEND series of applications addresses everything from financial management and human resources to student information and fund raising. For more information call 1-800-255-6405.

**AMS**  
American Management Systems

**Integrated Information Management Systems.** Colleague is a comprehensive software package that streamlines all administrative functions with Student Management, Financial Management, Human Resources, and Fund-Raising Systems.

Benefactor is an integrated set of modules designed to support all development activities including strategic and campaign planning, donor acquisition and cultivation, and gift and pledge processing.

With 23 years of experience, Datatel is committed to delivering quality products and services to higher education.

Datatel • 4375 Fair Lakes Court, Fairfax, Va. 22033 • 703-988-9000

**DATAFILE**

**CARS**  
Information Systems Corporation

4000 Executive Park Drive

Cincinnati, Ohio 45241

513-863-4442

## SUBSCRIBE TO DECNEWS

All users of BITNET or INTERNET networks are invited to subscribe to DECNEWS for Education and Research, a monthly electronic newsletter from Digital Equipment Corporation. For information, send electronic mail to:

decnews@mitvmevnet.duke.edu, or call 508-467-5351.

## COMPUTER ASSOCIATES

Software superior by design

Computer Associates provides educators with software that helps them compete in functionality and design, and is priced much less. From graphics to word processing, spreadsheets to accounting, CA offers the most value for your investment. Step up and see the software that is used by over 85% of America's Fortune 500 employees. For more information call 1-800-MICRO90.

## MAPLE

The New Math Standard

Waterloo Maple Software

160 Columbia Street West

Waterloo, Ontario, Canada N2L 3L3

TEXT CONVERSION

We convert typed/printed documents to Mac/PC files. Cheap, fast and accurate. Scanners 1-800-752-8480.

## EDI.Smart Electronic Transcript Management

EDISmart converts student academic transcripts into the ANSI

X12 format for sending and receiving with a PC and modem.

For outstanding savings in time,

labor, and money, call 716-467-7983, ext. 450.

EDISmart

©1992 Information Associates, Inc. All rights reserved.

Reach over 420,000\* technology-minded readers every week... higher-education professionals who are looking for information about computer products and services.

## INFOtech Rates

(per insertion)

Display: \$85/column inch

Listing: \$15/line,

minimum of 2 lines

Discounts are available for

multiple insertions.

Call Display Advertising at

202-462-1090 for more

information.

**InfoTech Services**

The Chronicle of Higher Education

1255 Twenty-Third Street, N.W.

Washington, D.C. 20037

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

202-462-1090

## Education Agency Working on Changes in Its Management of U.S. Student Aid

By THOMAS J. DeLOUGHRY

WASHINGTON

More than a year after acknowledging serious shortcomings in its management of federal student-aid programs, the Education Department is working on reforms. But critics and agency officials agree that the process has only begun.

The department has released a plan for reorganizing its student-aid operations, hired special investigators to review loan-guarantee agencies, and sought proposals for developing a new student-loan data base. But the agency continues to be plagued by revelations of how much it does not know about the 20-billion a year in federal funds and bank loans that it is supposed to manage.

The quality of the department's work will become more and more important to many colleges in the next few years as it carries out Congress's plan to bring down the 3.4-billion cost of student-loan defaults by ejecting hundreds of trade schools and colleges from the loan programs.

A 1990 law says that institutions with student-loan default rates above 35 percent for three consecutive years should be banned from the loan programs. Each annual

rate reflects the proportion of borrowers who were due to begin repaying their loans that year who did not. This year, the department identified 179 colleges and trade schools that had exceeded the default rate for three years, and removed 138 of them from the programs.

Department officials expect to proceed against an additional 300 to 500, beginning this month, when new default rates are issued. Next year, when the cut-off rate drops to 30 percent, as many as 2,000 institutions could be vulnerable.

### Escalating Defaults

The same concerns about escalating defaults that led Congress to create the cutoff system in 1990 caused lawmakers and others to question the Education Department's management. Congressional investigators and a few newspapers reported on several cases in which unscrupulous trade-school owners had qualified for and collected millions of dollars in student grants and loans, even though they provided low-quality education that did not prepare students for jobs.

In April 1991 the Bush Administration agreed that it had not been



Sen. Tom Harkin: The plan is an example of the department's failure to keep promises of reform.



James B. Thomas, Jr.: The department can't even prevent defaulters from getting new loans.



WEST GREENLAND INUIT MAN, INLA INUA'S THE ARCTIC MUSEUM, BOWDOIN COLLEGE

### Special Collection: Arctic artifacts at Bowdoin B4



"EXTRACT," MARK WILSON THE CHRONICLE GALLERIES  
End Paper: Works by an American cubist B40

## WASHINGTON UPDATE

- Veto prevails over bill to lift fetal-tissue ban
- New limit begins on indirect research costs

A ban on federal support of fetal-tissue-transplant research using tissue from induced abortions will continue—for at least a year.

The House of Representatives failed last week to override President Bush's veto of a bill that would have lifted the ban.

According to a Senate source, both the House and Senate will soon consider new bills that would lift the ban in a year if the President's proposed fetal-tissue bank failed to deliver adequate supplies of tissue to researchers.

The President has ordered the National Institutes of Health to create a grant program to set up banks for fetal tissue from ectopic pregnancies and miscarriages.

Many researchers question the feasibility of the banks. They say that tissue from those sources is extremely difficult to procure and is often genetically abnormal.

The provision to lift the ban was included in a bill that would reauthorize parts of the National Institutes of Health for five years.

Overturning the moratorium has been a major goal of biomedical researchers, who say that transplanting tissue from abortions could be important in developing treatments for many afflictions.

Mr. Bush said in a statement that using the tissue for transplantation research was "inconsistent with our nation's deeply held beliefs."

—STEPHEN BURD

government for administrative-overhead expenses takes effect this week for many colleges and universities.

Federal officials have estimated that the change will reduce the payments some major universities receive for the overhead costs of federally-financed research, at least in the short run, by a total of as much as \$80- to \$100-million.

The new policy prohibits universities from charging a rate above 26 percent for the administrative portion of overhead costs. That's close to the average rate for major institutions, according to the White House Office of Management and Budget.

The change takes effect at the beginning of each university's new fiscal year, which is this month for many institutions.

More than half of the top 100 recipients of federal research and development money will lose overhead payments under the new policy, because they had negotiated higher rates than that with the government in the past, based on their calculations of their actual costs.

The University of Michigan, for example, would be one of the biggest losers.

Its administrative rate has been about 34.5 percent. The new limit would reduce its overhead reimbursement by about \$8.5-million in the coming year.

A rate of 26 percent will mean universities can charge no more than 26 cents in administrative overhead for any dollar they receive for the direct costs of research.

—COLLEEN CORDES

## WASHINGTON ALMANAC

### In Federal Agencies

24 (*Federal Register*, June 24, Pages 28,137-42).

**Foreign periodicals.** The Education Department has issued final regulations that amend existing regulations to govern the Foreign Periodicals Program, a part of the Higher Education Act that awards grants to colleges and universities to acquire and preserve periodicals published outside the United States (*Federal Register*, June 12, Pages 24,953-57).

**Coal research.** The Energy Department has proposed rules to revise or eliminate certain programs in the Office of Fossil Energy, including the University Coal Research Laboratories Program. Comments must be received by July 20 (*Federal Register*, June 19, Pages 27,395-97).

**Disabled workers.** The Education Department has issued final regulations to amend the State Supported Employment Services Program, which governs education and vocational rehabilitation programs for people with disabilities (*Federal Register*, June 24, Pages 28,432-42).

**Energy research.** The Energy Department has proposed rules to clarify policies for grant awards in the Special Research Grants Program. Comments must be received by July 24, 1992.

**Veterans' benefits.** The Veterans Affairs Department has issued a final rule that would allow veterans to submit their monthly verifications of enrollment in an educational institution by telephone, rather than on paper (*Federal Register*, June 9, Pages 24,367-68).

**Biomedical research.** The Energy Department has proposed rules to clarify policies for grant awards in the Special Research Grants Program. Comments must be received by July 24, 1992.

training veterans under the Veterans' Job Training Act to certify, no later than September 30, 1993, the number of hours worked by the employees. Comments must be received by July 9 (*Federal Register*, June 9, Page 24,447).

### New Bills in Congress

**Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).**

### HOUSE OF REPRESENTATIVES

**Agricultural education.** HR 5345 would make community colleges eligible to participate in a competitive federal grant program for food- and agricultural-sciences education. By Representative Hughes (D-N.J.).

**Biomedical research.** HR 5381 would authorize the establishment of five centers for research into health concerns of middle-aged women. By Representative Lloyd (D-Tenn.) and seven others.

## Government & Politics

## THE CHRONICLE OF HIGHER EDUCATION

# Section 2

July 1, 1992

## Why Do Academics Continue to Insist on 'Proper' English?



By Dennis Baron

**B**ECAUSE I'm the only linguist in my English department and since I deliver regular pronouncements on the state of the English language for the local public-radio affiliate, I catch most of the questions and complaints about grammar called in to the English department by university employees, concerned citizens, and the occasional state legislative aide. Most of their queries have to do with placement of commas, capitalization, or the proper use of *that* and *which*. Those are not momentous issues, but they are important to the callers.

Recently I fielded a call from a senior editor at a university press who wanted to know why her secretaries couldn't or wouldn't use proper English when they spoke on the telephone. What especially irked her was their insistence on saying "they was." The editor was alarmed that they were not learning correct English in high school.

The editor's concern about her secretaries' use of language makes me wonder why diversity in English remains so unacceptable in this era of "political correctness" in academe. My caller's reaction to "they was" and other examples of what is generally diagnosed as non-standard English is not surprising, but it seems inconsistent with other liberal attitudes.

For example, the university press for which the editor works, like many other presses, publishes its share of books concerning politically correct and culturally diverse topics. But few of those works deal explicitly with linguistic variety and language change. Had the editor known anything about sociolinguistics, the study of the ways gender, class, and other social variables affect use of language and attitudes toward it, she might have understood her secretaries' reluctance or their inability to use standard English on the telephone.

Why is linguistic diversity not one of the rationales from it is considered impersonal or rude. Furthermore, I'd guess they have little incentive to change their way of speech: Using "proper" English would not improve their job status or their pay, and they would probably feel uncomfortably pretentious. But my concern is not so much why the secretaries speak as they do or how to change their behavior, but rather why this kind of language use so annoys their boss.

Why is linguistic diversity not one of the

*Continued on Following Page*

## Why Do Colleges Continue to Insist on 'Proper' English?

Continued From Preceding Page

diversities that academic has chosen to honor as it continues to broaden its curricula and perspectives? Educators (and editors) frequently categorize people who say "they was" or "she don't" as linguistically impoverished, socially deprived, educationally backward, and only marginally employable. But of course this isn't necessarily so. I know lots of people who use these stigmatized forms of English who make more money than most academics.

Even as we celebrate cultural difference in American history, society, and literature, we fear and reject diversity in the American language, where "correctness" and standardization remain the academic goals. It's fine to explode the canon and rewrite the syllabus in the name of cultural pluralism or to restructure the classroom to accommodate the different learning styles of students. It's even acceptable now in most disciplines to "rewrite" stan-

dard English to make it more fair in matters of race, gender, age, and ethnicity. But it still borders on the unethical to allow students to practice linguistic diversity unchecked. Let's face it: Most English instructors believe that failing to enforce language standards could cost them their jobs.

**N**OT TO WORRY, THOUGH: Despite their minimal training in grammar and the usage and history of language, most English teachers warn to the task of serving as language police. Even the most politically enlightened literature instructors join their more conservative counterparts in complaining about students' poor command of English. By this they usually mean not an inability to reason cogently or marshal evidence in an argument, but poor spelling, apparently random punctuation, inappropriate diction and idiom, limited vocabulary, and incon-

sistent application of standard conventions for writing footnotes.

Although students have certain academic rights, language rights are not among them. And while instructors now think twice about denying the validity or value of the personal histories that students bring with them to class, deconstructionists—who encourage a playfulness with language—draw the line at solecism that is not self-reflexively ironic. Even radical Marxists and Freudians don't hesitate to invalidate the language that students use to express their highly personal and culturally diverse experiences.

Furthermore, many otherwise enlightened instructors still insist that three spelling errors or a slip in grammatical agreement means a failing paper. Red ink remains the rule, not the exception, the rationale most often being that non-standard language gets in the way of logic and argumentation. But that is true only if readers and listeners let it be true.

For example, in language as well as in mathematics, double negatives form positives only in certain limited instances. A "not unkind remark" is almost—but often not quite—a kind one. It is true that multiplying two negative numbers results in a positive one. However, when you add two negative numbers the result is an even greater negative. Similarly, in most cases multiple negation serves as an intensifier.

"They don't like no grammarians," while non-standard, cannot normally be interpreted as a positive. Also, its meaning is not unclear.

Putting it bluntly, upon close examina-

### MÉLANGE

#### The Causes of Urban Revolts; the Prospects for Fiction; a Book Instead of a Sex Change

EVENTS IN THE PAST WEEKS have unmasked and brought to national attention once again levels of racial and ethnic divisiveness and degrees of economic stratification, social disparity, and polarization largely ignored by national dialogue, the media, and official policies for decades . . .

The central question is not why did the massive, urban civil rebellion of Los Angeles—and those of other urban centers—occur, but why did these events catch so many by surprise? And why did it take so long—almost three decades—for the violence, destructiveness, and brutality that daily victimize the lives of people living in America's inner cities to once again be directed outward? . . . By almost every major socioeconomic indicator, conditions in Watts and other central cities across America are far worse than they were prior to the Watts riot of 1965—and the whole spate of massive urban revolts that soon followed. . . .

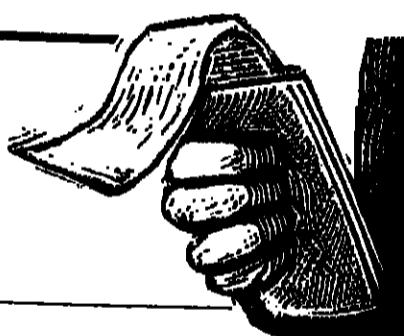
It is essential that the questions, the national dialogue, and the policy responses go to the heart of—and stay focused upon—the essential, underlying structural and institutional causes. Tragically, this does not appear to be happening. Instead, we are witnessing a parade of classic and absurd gestures of denial.

—Maggie Abdu, executive director of the University of Oklahoma's Southwest Center for Human Relations Studies, at its annual national conference on racial and ethnic relations in higher education



THE PURITANS and their descendants did produce a literature, and, in a few stories by Nathaniel Hawthorne, even bits of a great literature. An even better literature was created by Southern writers, from the era of Poe and Twain down to the era of Faulkner, Percy, and Welty. What both literary traditions have in common is a sense of community identity. Hawthorne did not

"Upon close examination standard English is a myth or, at best, an imperfect and vague set of rules of etiquette."



standard English is a myth or, at best, an imperfect and vague set of rules of etiquette that many of us try to follow in our own haphazard way. The truth is that language varies, whether we like it or not. Not only does English usage vary at the offices of a Midwestern university press, but it also varies in the United States, in other English-speaking countries, and in the rest of the world where English serves as a lingua franca. Recognizing this diversity, many language experts have begun to speak not of World English but of World Englishes. That is all the more reason to respect linguistic diversity; to treat it as the expected, not the exception.

So, what advice did I give my caller, who wanted her employees to use standard language? Although I'm not sure that a behavioral approach to language change would help, my advice to the editor was to call her secretary's assistant editor.

The use of non-standard English is often incorrectly linked to a decline in intellectual standards. Unbending supporters of standard English insist that without enforced measures of correctness, language will decay, communication will break down, and civilization as we know it will disappear. Literacy, already imperiled, will deteriorate even further. And scores on standardized tests will plummet.

But, although warnings that linguistic diversity will produce cultural decay have been bandied about for centuries now, variety in language is a sign of health rather than disease. Language dies not when it is misused, but when it is silenced. It is more likely that English will meet its end

Dennis Baron is professor of English and linguistics and director of freshman rhetoric at the University of Illinois at Urbana-Champaign.

### OPINION

### LETTERS TO THE EDITOR

#### Treating Scholarly Articles as Valuable Commodities

TO THE EDITOR: "Scholarly Articles: Valuable Commodities for Universities," by Scott Bennett and Nina Matheson (Opinion, May 27), involves a host of problems. Should universities collect part of the consulting fees of their faculties? . . .

Should universities claim the No-belize, money of their faculty members? Should the earnings of faculty and administrators from corporate-board memberships be paid to the university?

In "managing" copyrights on faculty writing, might universities encourage faculty to write only on "hot" or newsworthy topics where there is money to be garnered? Would research become journalism? Would quotas have to be filled annually? Managing may not be always in the faculty's interest. . . .

Experience suggests that scholarly journals in the social sciences exercise great liberality in their policies on permission to reprint. The *American Journal of Economics and Sociology* invariably gives permission to authors to reprint for class use, and in most other cases as well, especially those that involve non-profit institutions and organizations.

Not all faculty are gifted authors. Some are not writing in their native language. Many have great difficulties in preparing proper "camera-ready" copy. Co-authors may leave much needed tidying up to each other—in other words, undone. *The Chronicle* article contains no acknowledgement of the amount of work and skill put into "scholarly contributions" by the staffs of the journals, which might be a justification of some small earnings being due them. There is great variation in the amount of rewriting journals do, but what they do is vital to the production of the articles printed.

Furthermore, the suggestion that decreasing the number of library subscriptions to journals (particularly non-profit and even subsidized ones) does not seem like a good way to increase the production and dissemination of knowledge. Faculties benefit from the existence of journals and they, in turn, need subscription income. In many cases the earnings of the

professor's own typescript would amount to the same violation as a distribution of photocopies of the article from the journal. (However, a good argument could be made that both situations are allowable as fair use.)

The only way that photocopying the professor's own typescript would make a difference is if the journal's copyright extended only to the layout and other cosmetic features created by the journal rather than to the article itself. In such a scenario there would be no difference in whether the professor or the school held the copyright for the article, as the journal's copyright would still cover those features "authorized" by the journal. In other words, assigning the professor's rights to the school would not have aided him at all.

If, however, the professor had kept the right to photocopy the article and distribute the copies to his students, his problem could have been avoided.

Contracts with publishers are negotiable. Faculty authors should

make sure they retain whatever rights to their scholarship they feel are necessary for their teaching. This practice would require professors to become familiar with their various rights under copyright law.

ALLEN LICHTENSTEIN, Attorney-at-Law, Part-Time Instructor of Communication, University of Nevada at Las Vegas, Nev.

It is noteworthy that the *Black Issues* reporter made no effort to get any information from the university's records during the time he was

Continued on Page B6

TO THE EDITOR: I am writing in reference to your June 24 article on the allegation by *Black Issues in Higher Education* that Lincoln University was promised a "generous gift" in return for my testimony on behalf of Clarence Thomas for the Supreme Court ("Publication links donation to testimony," in Brief).

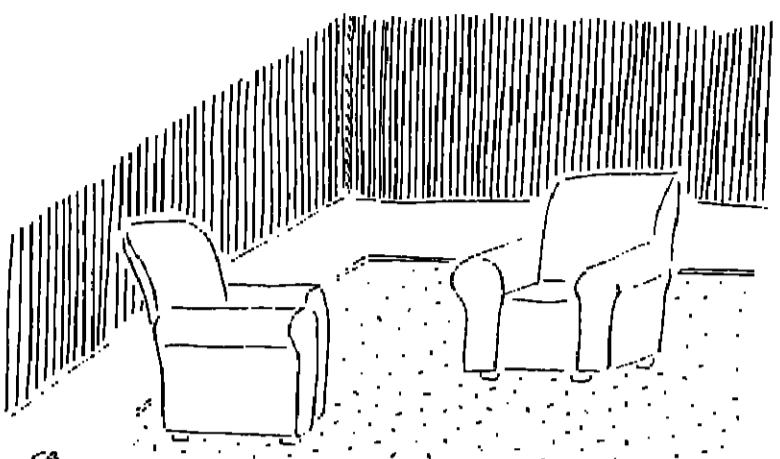
A far better course would be for professors to retain the right to negotiate their own deals, but to become more aware of what they are giving up when contracting with journals. Unfortunately, this does not often happen, as Bennett's and Matheson's example of the professor who could not get permission to distribute copies of his article to his students illustrates.

This example actually makes no sense under copyright law, as there is no provision in the Copyright Act to allow an author to recapture rights previously assigned away by "unpublishing" the article. Bennett and

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 300 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

### ACADEMIC AFFAIRS



THE CHAIR OF PHILOSOPHY CORNERS  
THE CHAIR OF THE SCIENCES

THE CHRONICLE OF HIGHER EDUCATION

Chris Burks

Mutheson don't mention exactly what rights this professor signed away. If he gave up all rights to the article, is it often the case, the distribution of photocopies of the professor's own typescript would amount to the same violation as a distribution of photocopies of the article from the journal. (However, a good argument could be made that both situations are allowable as fair use.)

In the late spring of 1991, Mr. Williams first talked to me about Elena Yee, whom he introduced as an ambassador-at-large and heir to the Eli Lilly estate. In a letter to me dated June 18, 1991, before Justice Thurgood Marshall's resignation from the Supreme Court, Williams mentioned his contact with Ambassador Yee on Lincoln's behalf. My first letter to Yee, on June 28, 1991, preceded the nomination of Clarence Thomas. This simple chronology should have demonstrated that there was no connection between my support of Thomas and my contact with Elena Yee. But confronted with this evidence, *Black Issues* came up with the "theory" that a "deal" was somehow struck even before Thomas was nominated!

Neither the *Black Issues* reporter nor his "sources" at Lincoln produced one shred of evidence or information to support their fabricated story. In fact, when real-life events did not conform to the story, they just added another twist. Thus, when Ambassador Yee's gift did not materialize right after her visit to the campus, as suggested by the original version of the rumored "brokered deal," these sources claimed that Elena Yee had "disappeared," leaving me "duped." In fact, I told *Black Issues* that I met with Elena Yee in March and April 1992 and was in contact with her by telephone and by letter during the period when she supposedly had "disappeared."

Contracts with publishers are negotiable. Faculty authors should make sure they retain whatever rights to their scholarship they feel are necessary for their teaching. This practice would require professors to become familiar with their various rights under copyright law.



THE CHRONICLE OF HIGHER EDUCATION  
"Class, who can tell me what Mr. Billingsley did wrong, in addition to majoring in this discipline?"

journals are part of the income of associations and help defer other expenses such as annual meetings and other member services. Some journals have student subscriptions at give-away prices. Most social-science journals have quite modest subscription rates. . . .

That these collateral benefits are understood by universities is shown by their willingness to provide secretarial help, space, equipment, and supplies to resident journals, and released time to their editors. . . .

It is rare, but some authors covertly, or in the innocence of youth, make multiple submissions, or try to

identify potential donors for our capital campaign.

In the late spring of 1991, Mr. Williams first talked to me about Elena Yee, whom he introduced as an ambassador-at-large and heir to the Eli Lilly estate. In a letter to me dated June 18, 1991, before Justice Thurgood Marshall's resignation from the Supreme Court, Williams mentioned his contact with Ambassador Yee on Lincoln's behalf. My first letter to Yee, on June 28, 1991, preceded the nomination of Clarence Thomas. This simple chronology should have demonstrated that there was no connection between my support of Thomas and my contact with Elena Yee. But confronted with this evidence, *Black Issues* came up with the "theory" that a "deal" was somehow struck even before Thomas was nominated!

Neither the *Black Issues* reporter nor his "sources" at Lincoln produced one shred of evidence or information to support their fabricated story. In fact, when real-life events did not conform to the story, they just added another twist. Thus, when Ambassador Yee's gift did not materialize right after her visit to the campus, as suggested by the original version of the rumored "brokered deal," these sources claimed that Elena Yee had "disappeared," leaving me "duped." In fact, I told *Black Issues* that I met with Elena Yee in March and April 1992 and was in contact with her by telephone and by letter during the period when she supposedly had "disappeared."

Contracts with publishers are negotiable. Faculty authors should make sure they retain whatever rights to their scholarship they feel are necessary for their teaching. This practice would require professors to become familiar with their various rights under copyright law.

ALLEN LICHTENSTEIN, Attorney-at-Law, Part-Time Instructor of Communication, University of Nevada at Las Vegas, Nev.

It is noteworthy that the *Black Issues* reporter made no effort to get any information from the university's records during the time he was

Continued on Page B6

## SPECIAL COLLECTION

# Arctic Studies at Bowdoin

Donald B. MacMillan, Bowdoin class of 1898, accompanied Robert E. Peary on his historic expedition to the North Pole in 1909. MacMillan himself later led more than 28 Arctic expeditions.



PHOTOGRAPH, THE PEARY-MACMILLAN ARCTIC MUSEUM

By Zoë Ingalls

BRUNSWICK, ME.

**T**HE POLAR BEARS are washed in an eerie green light that causes their eyes to glitter. A quick double take, and it becomes clear that the semblance of life in the creatures was supplied by a taxidermist. And the green light, it turns out, is part of a night-time security system.

The polar bears and their companions—musk oxen to the left, seals and walruses to the right—are arranged along a deep shelf that runs the width of the Peary-MacMillan Arctic Museum on the campus of Bowdoin College. They are a conspicuous part of a wide-ranging assortment of oddities and treasures that make up the college's Arctic collection: natural-history specimens, artifacts, equipment, drawings, diaries, correspondence, films, and photographs to divert museum-goers and engage scholars.

The Arctic collection is divided between Bowdoin's museum and library and is complemented—and regularly augmented—by the college's Arctic Studies Center, which promotes education and research efforts.

Bowdoin College is a natural repository for a collection on the Arctic, according to Susan A. Kaplan, director of the museum and the center. Bowdoin has a history of Arctic exploration and research that began in 1860, when Paul A. Chadbourne, a professor of chemistry and natural history (and later the president of Williams College), took 20 students on a voyage along the coast of Labrador and Greenland.

Other major expeditions followed, and the names of such natural landmarks as Bowdoin Canyon, Bowdoin Harbor, and Bowdoin Bay attest to their success. But by far the most famous expedition was the 1909 attempt on the North Pole by Robert E. Peary, class of 1877. Whether Peary made it to the pole is still the subject of controversy among scholars, Ms. Kaplan says. The truth may never be known, she adds. But Peary, who made eight other Arctic expeditions, is still regarded as one of history's great explorers.

Peary's chief assistant on the 1909 expedition was Donald B. MacMillan, Bowdoin class of 1898. MacMillan himself later led more than 28 expeditions to the Arctic and, working with Richard E. Byrd, pioneered the use of aircraft in Arctic exploration.

Guiding a visitor through the museum, the curator, Gerald F. Bigelow, says that in Peary's day the pole was an exotic, tantalizing unknown: "People knew less

about the North Pole than we did about the moon in the 1960's."

After 1909, the focus shifted from reaching the pole to learning more about the unknown regions surrounding it, Ms. Kaplan says. There is still a lot to learn, and a strength of Bowdoin's Arctic collection is its value—largely unrealized—to a wide range of scholars, including ornithologists, linguists, meteorologists, and naval and film historians.

Mr. Bigelow pauses in front of a map of the Arctic—at the site of the North Pole, a minuscule American flag waves from wooden staff the size of a toothpick. He notes that Bowdoin's collection covers Baffin Island, Ellesmere Island, Greenland, and Labrador. Also included are materials on Alaska, Canada, Iceland, and the Northwest Territories.

The museum exhibits comprise a potpourri of equipment and memorabilia associated with Peary, MacMillan, and other Arctic explorers, ranging from Peary's camera and sextant to one of the sledges used on the 1909 expedition. Also on display are a variety of early 20th-century Inuit artifacts.

Like most museums, the Peary-MacMillan displays only a small portion of its holdings. Up a series of steep, narrow stairs is a storage room where the largest, and perhaps most exciting, portion of the collection is stored: 300,000 feet of movie film, 2,300 hand-tinted glass lantern slides, and about 25,000 still photographs, covering the period from 1860 to 1991.

The motion-picture archive is closed while staff members work to conserve the rapidly deteriorating nitrate and safety films, which self-destruct with age. Unable to risk projecting the film, the curators themselves don't even know exactly what they have. But the films they have been able to conserve so far reveal images rich in material for scholars from anthropologists to zoologists.

In many cases those images are complemented by special collections—logs, journals, and correspondence of MacMillan, Robert A. Bartlett, and other explorers—only a short walk from the museum. A wildlife biologist, for example, could view Bartlett's films of wild birds and then study his journals containing "a detailed record of every single bird that flew past his vessel," Ms. Kaplan says.

The ethnographer could take advantage of the fact that, although he was not a scholar, MacMillan kept excellent records. Because of that—and his tendency to



During the 1909 expedition, Inuit used a stove invented by Robert E. Peary to melt snow. Peary boasted that the stove could produce boiling water for tea in only 10 minutes.

revisit the same areas over and over again—the collection provides a window on a single area over an extended period, Mr. Bigelow says.

"We have photographs of people who worked with Peary in 1909, who MacMillan was still visiting and talking with and photographing in 1954," he says. "We have photographs of their children at different ages. We can see how their clothing changed and how the landscape changed."

**M**s. KAPLAN plays a videotape copy of a film taken during a 1926 voyage by Bartlett, a Canadian who was "one of the world's best ice navigators," according to Mr. Bigelow. He worked for both Peary and MacMillan and also organized and led his own expeditions.

This particular trip, to Newfoundland, Labrador, and northern Greenland, includes beautiful footage of a schooner in full sail gliding past enormous icebergs. Men standing on ice floes use long poles to push ice away from the ship and, later, open a narrow passage using sticks of dynamite.

The film also contains fascinating images of Inuit men demonstrating their hunting skills. In one scene, a hunter shows how to butcher a seal: four or five quick strokes with the knife and the blubber peels off like a heavily padded overcoat.

Ms. Kaplan, who stands next to her visitor during the film viewing, winces when it shows wild animals being mistreated or killed. "You have to look at this with historical perspective," she says at one point. "This is the era of Teddy Roosevelt going to Africa big-game hunting."

If anything reveals how different environmental sensibilities were during the age of polar exploration compared with today, it is a section of Bartlett's film that shows attempts to capture a polar bear for a zoo. Bartlett had hired a cowboy from Wyoming to lasso the bear.

He is a mythical-looking character in plaid shirt and ten-gallon hat, riding in a swaying dory. When we come upon him, he has managed to get three or four ropes around the bear's neck and mid-section.

He attempts to reel the bear in. The bear struggles wildly. The cowboy hangs on tight. Clawing and biting, the bear begins to climb into the boat. He is shot dead with a revolver. His body drops back into the sea and disappears from view.







### DEPARTMENT OF THEATRE STUDIES Chair in Theatre Studies

Applications and expressions of interest are invited for appointment to the Foundation Chair of Theatre Studies in the Faculty of Arts.

The Department of Theatre Studies (formerly the Department of Drama) currently offers eight undergraduate programmes in theatre studies and will be commencing distance education studies towards a full B.A. in Theatre Studies in 1992. The Department also offers programmes in Honours; M.A. and PhD levels. The philosophy of the Department is based on the premise that theatre learning involves experience in theatre practice and as a result seeks to integrate theatre practice with a theoretical study of the discipline. Academic members of the staff have both professional theatre training and experience and demonstrable achievements in research and scholarship.

Applicants must demonstrate: clear evidence of a high level of research achievement in Theatre Studies; academic qualifications in the area of Theatre Studies appropriate to the status of a professorial appointment; a commitment to the Departmental philosophy of integrating the practical and theoretical approaches to the discipline in the areas of teaching and research; relevant teaching experience at the tertiary level; and evidence of demonstrated administrative ability. It would be an advantage if the applicant had professional training and/or experience in one or more areas of the theatre arts, e.g. directing, acting, design, dramaturgy, etc; and other relevant experience in the area of performance and expertise in any of the performing arts, such as, producing, playwriting, technical production, music composition.

Initially, the appointee will be Head of the Department but will enjoy a right of private practice subject to negotiation.

Informal enquiries should be directed to Professor Graham Maddox, Dean, Faculty of Arts, telephone 61 67 73 2366.

Salary: A\$73,800 pa (Level B Academic) rising to A\$77,900 on 23/7/92.

Closing Date: 31 July, 1992.

The right to fill the Chair by invitation or to make no appointment is reserved.

Applications should be addressed to the Director, Personnel Services, UNE-Armidale, NSW, Australia 2351, telephone 61 67 73 2678, and should include the names, addresses and telephone/fax/fax numbers of three referees and should state the position number and must be received prior to the closing date.



Equal Opportunity is University policy

### ROOSEVELT UNIVERSITY College of Education Educational Administration

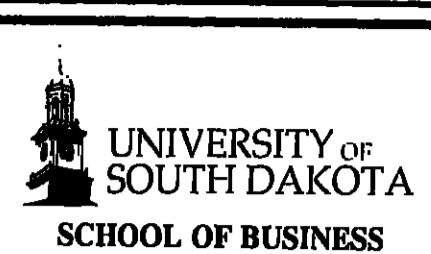
Enthusiastic and energetic individual to teach doctoral and master's degree courses in educational administration, supervise doctoral students, and conduct research. Assistant or associate level in tenure track position. Duties begin September, 1992. Salary negotiable.

Qualifications: Earned doctorate in educational administration or educational leadership; writing and interpersonal skills; evidence of scholarship.

Experience in a doctoral granting institution preferred. Send letter of application, resume, and names and phone numbers of three references to: Dr. Charles Almo, Director, Program in Educational Administration, Roosevelt University, 450 South Michigan Avenue, Chicago, Illinois 60605. Screening will begin July 15 and will continue until the position is filled. EO/AA.

Anthropology: Social Anthropology. Temp for 1992-93, seeking Social Anthropology to teach introductory, comparative, and specialized courses in the fall semester, beginning September, 1992. Specialties to one or more of the following: social structure, contemporary social theory, oral communication, and non-verbal communication. This position will also be expected to teach introductory and advanced courses in anthropology and relevant PhD courses. Applicants must have a PhD, teaching experience, plus established research interests. Applications due July 15, 1992. Send letter, vita, and three references to: Dr. James F. Friedman, Search Committee, Department of Anthropology, Temple University, Philadelphia, Pennsylvania 19122. The University of Akron, Ohio, and Women are encouraged to apply.

Architects / Constructors: Architectural/Construction Co-ordinator. Act as University representative in the preparation of projects in order to assure conformity with University needs and requirements; coordinate, negotiate in selected Division I



### UNIVERSITY OF SOUTH DAKOTA SCHOOL OF BUSINESS

The School of Business represents a vibrant part of the rapidly growing University of South Dakota. Accredited by AACSB, the School offers Bachelor Degrees in Business Administration and Health Services Administration and Masters Degrees in Business Administration, Professional Accountancy and Economics. In anticipation of further growth and the need to fill existing vacancies the following faculty and administrative positions are anticipated for Fall 1992:

**Business Statistics**  
One position, Instructor (one-year appointment) or tenure track position at the Assistant Professor level.

**Finance**  
One position, one-year appointment, Instructor or Assistant Professor level.

**Executive Director**

Housed in the C.D.C., the Executive Director is responsible for the total operation of the Center including placement, recruitment, career planning and development, and School of Business registration. Supervision of a staff of four full-time people is an integral part of the position.

Candidates must possess minimum qualifications including at least appropriate Master's degrees for non-tenure track appointments and doctorates in appropriate fields by Fall Semester, 1992 (A.B.D. status may be considered under special circumstances for tenure-track professorial rank). Salary is dependent on qualifications and rank.

To apply or to receive a detailed description of any of these anticipated positions, contact Dr. Robert W. Rehka, Associate Dean, School of Business, 414 East Clark Street, Vermillion, SD 57069.

Applications consist of a letter of application, vita, writing sample, and at least three references (names, addresses, and telephone numbers).

Review of applications will begin July 20, 1992 and continue until all positions have been filled.

The University of South Dakota is an Affirmative Action, Equal Opportunity employer and educational institution.

### ITESM INSTITUTO TECNICOLOGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY

CAMPUS CIUDAD DE MEXICO  
Come help build Mexico's future in one of Latin America's most prestigious higher education institutions.

### Positions for Faculty MONTERREY INSTITUTE OF TECHNOLOGY Mexico City Campus

Accredited by the Southern Association of Colleges and Schools

is currently hiring professors for the semester beginning in August, 1992. Areas: English, Literature, Applied Linguistics, Communications, Journalism, Economics, Computer Science, Engineering, Mathematics, Physics.

Requirements: M.A., M.C., Ph.D. or Ed.D. in one of the above areas. Knowledge of Spanish is not required for the following: English, Literature and Applied Linguistics.

We offer competitive salaries according to experience and academic degrees, one year renewable contract, tenure track.

Please send resume to:

Yolanda Melia, Director, Faculty Development  
ITESM Mexico City Campus  
Calle del Puerto no. 222  
Col. Huipulco  
Del. Tlalpan CP. 14380  
Mexico City, 10000, Mexico  
Tels: (525) 673-1000, 673-0243 & 673-8998  
Fax: (525) 673-2500 & 673-8125

Inquiries: Please send resume to: University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

Biology: Full-time (9-month) faculty position in the Health and Technical Community College, James A. Johnson (near Green Brook/Rhode Island Point), available on September 1, 1992. Salary commensurate with experience and qualifications. Excellent benefits.

Requires: Master's Degree in Biology or related field; 3-5 years of undergraduate and graduate teaching experience in Anatomy & Physiology.

Preferred: Must have demonstrably effective teaching skills. Those interviewed will be asked to teach a classroom

("teach") class. Requires ability to teach students with a variety of academic backgrounds, including non-traditional students.

Submit letter of application and resume to: Office of Personnel Services, Troy State University, Troy, Alabama 36082. Screening will begin July 1, 1992. Send resume until position is filled. TSU is an AA/EO employer.

Equal Opportunity is University Policy.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.

University, Atlanta, Georgia 30323. Emory University is an Equal Opportunity, Affirmative Action Employer.





**CAMDEN COUNTY COLLEGE****Positions: F-T Faculty and Administration**

Camden County College (14,182 students) is an innovative and diversified community college with challenging programs in liberal studies, business, allied health, science, computer studies, and high technologies, among others. The main campus is in Blackwood, New Jersey, and Philadelphia. The new Camden Branch is located in the city of Camden, across the river from Philadelphia. For faculty positions, a normal teaching load is fifteen hours, which may be regularly assigned to teach at the Camden Branch. For each of the faculty positions, community college teaching is preferred; experience teaching inter-city adults is desirable.

**FACULTY**

**ALLIED HEALTH**  
Biology: Expertise in general biology and anatomy and physiology. Master's degree in a biology discipline preferred, doctorate preferred.

Ophthalmic Science: To teach contact lens fitting, Anatomy and physiology of the eye, maintain contact lens clinic. AAS in ophthalmic science. Bachelor's degree preferred. NCLE and ABO certification required.

**ACADEMIC SKILLS**  
English as a Second Language Faculty: To teach ESL at all levels; advisor and assist with development of ESL program. Required: Master's degree in TESOL or comparable. Sciences teacher with diverse populations required and familiarity with computers/software.

Remedial Reading: Master's degree in reading required, doctorate preferred. Computer Aided Instruction and test processing experience, experience administering a remedial reading program desirable.

Mathematics To teach remedial math (computation and elementary Algebra) Required: Master's degree in Mathematics or Mathematics education remedial math teaching experience required; computer software and Computer Aided Instruction experience preferred.

To teach Intermediate Algebra, Statistics, Calculus—Master's degree in mathematics required, doctorate preferred.

**BUSINESS**  
Business Programs Teach a variety of business courses at the introductory and advanced levels (Introduction to Business, Management, Accounting, Business Law, Economics). Master's degree in Business required; personal computing ability with various applications software.

**COMPUTER STUDIES**  
Capable of teaching Computer Studies courses to the advanced level. Basic, C++ and Applications Packages, Networks, Operating Systems. Unix. Potential to become the administration of an academic department, including working with laboratory administrators, advisory committees and full- and part-time faculty. Master's degree required.

**LITERAL ARTS**  
Foreign Languages To teach foreign language courses. Required: Master's degree in Spanish; foreign language teaching experience; knowledge of other foreign languages—French.

**ADMINISTRATIVE POSITION**  
Librarian Collection Development-To develop and maintain systematic development of the LRC collections. Required: Master's Degree in Library Science.

By July 13, 1992, send letter of application and résumé to:  
Personnel Office  
Camden County College  
P.O. Box 200  
Blackwood, New Jersey 08012

AFFEOE—Women & Minorities are encouraged to apply.

**WOMEN'S BASKETBALL COACH  
and  
PHYSICAL EDUCATION INSTR./ASST. PROF.  
(Search Extended)**

Master's degree required. Teaching and coaching experience preferred. Position available September 1992.

Contact:  
Wayne L. Cooper, Chairman, HPER  
Abraham Baldwin College 25  
2802 Morris Highway  
Tifton, GA 31794-2801

EOE/AA

**Faculty Development**

**Responsibilities:** Seeking candidates for 1-2 full-time positions in faculty development. Major responsibility involves the development, implementation and evaluation of a program to assist faculty to acquire and/or enhance the full range of medical teaching skills.

**Qualifications:** Ph.D. level of training preferred. Formal training and demonstrated personal excellence in teaching/evaluation skills necessary. Solid grounding in the literature of medical teaching skills.

**Seeking:** Candidates with a career interest in doing applied work of a high order of excellence, who seek an opportunity to develop a faculty development program with national recognition and are capable of and interested in making a contribution to the scholarly literature of this field.

**Venue:** The positions will be administratively housed in a Division of Education in a University Affiliated Department of Family Medicine. There is strong institutional support for expansion of the department and its programs. The positions will report to and be supervised by the Director of the Education Division. Excellent salary and benefits. Academic rank, commensurate with the qualifications of the successful candidates are negotiable.

Send résumé and names and telephone numbers of three references that can be contacted to:

Richard Gallagher, Ph.D.  
Professor and Director  
Division of Education  
Department of Family Medicine  
Wayne State University School of Medicine  
University Health Center: 4-J  
421 St. Antoine  
Detroit, MI 48201

An equal opportunity, affirmative action employer

**SELMA UNIVERSITY**

Selma, AL 36701

**LIBRARIAN:** M.S. from AL-accredited institution, 2 or 3 years' experience in general operations of a four-year college library. Must have knowledge of automation and proven interpersonal skills. When needed, teach one course in Library Science. Full-time position.

**ACADEMIC COUNSELOR:** M.S. in Counseling or Educational Psychology. An earned doctorate preferred. Experience in academic counseling and career placement. Term-month position.

**PHYSICS/MATHEMATICS:** Ph.D. in Physics/Math. Must be capable of developing undergraduate curriculum or courses and independent research projects.

**COMPUTER SCIENCE:** M.S. in Computer Science. Graduate work in related sciences such as Chemistry/Physics desirable.

**BUSINESS:** Ph.D. or A.B.D. in General Business or Business Management or M.B.A. in Accounting and Management.

**MUSIC:** M.S. or M.A. in Music. Experience in Directing Choir. Background in Black Church Music desirable.

Selma University is an accredited, four-year, small black private college. All teaching positions are tenure track, 9-month positions. Available beginning July 31, 1992.

Send a letter of application, 3 letters of reference, copies of transcripts and certificates to: Vice-President of Academic Affairs, Selma University, 1501 Lapsley Street, Selma, AL 36701.

**AN EQUAL OPPORTUNITY EMPLOYER**

that involve undergraduate research. The approximate split between research and teaching is 50% research and 50% teaching. Candidates must have a Ph.D. and three years' teaching experience. Prior teaching experience is desirable. Applications should send curriculum vitae, a statement of teaching philosophy, a statement of research interests, and three letters of reference. Official transcripts by August 25, 1992. All materials should be sent to Dr. Stanley Rice, Chairman, Department of Psychology, College of Education, Florida Institute of Technology, Melbourne, Florida 32901. Applications will be accepted until 1992. All institutional need-based aid will be provided.

Financial aid will be provided to all students who demonstrate financial need based on family size. The Director of Financial Aid will be available to discuss financial aid and its benefits from a wide array of sources. All students will be eligible for the day to day operation of the UFGA, as well as dorms, meals, and services. All dorms, meals, and services are offered on a sliding scale. Women and minorities are encouraged to apply.

The Director implements, monitors, and evaluates financial aid programs, and recommends new programs to the Board of Trustees in cooperation with the University's Financial Aid Office. The Director develops and monitors the financial aid scholarship budget, as well as the UFGA operating budget. The Director coordinates the work of the UFGA with the Director of Financial Aid, Registrar, Admissions and other office staff. The Director reports to the Dean of the College and, ultimately, to the Dean of the University. The Director is the University's representative to the Yale College Admissions Office and the Yale College Admissions Board. The Department of Biology, University of Oregon, invites applications for tenure-track positions in January 1993 to teach advanced courses (fifteen hours) at the graduate level. A Ph.D. in a related field is required. Applications are due September 14, 1992. Send resume and three letters of recommendation to: Professor Edward Ahrens, Biology Department, University of Oregon, Eugene, Oregon 97403. L.S.U. is an Equal Opportunity, Affirmative Action Employer.

Geology/Invertebrate Paleontology, Tenure-Track, Assistant Professor. Invertebrate Paleontology, one-year appointment, possibly renewable. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in a related field is required. Applications are due September 14, 1992. Send resume and three letters of recommendation to: Dr. Michael K. Johnson, Chairman, Department of Geology and Geophysics, University of Tennessee, Knoxville, Tennessee 37996. Review date: August 1, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

French: Temporary Instructions in French. One-year contract, one-year appointment, possibly renewable. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in a related field is required. Applications are due September 14, 1992. Send resume and three letters of recommendation to: Dr. Michael K. Johnson, Chairman, Department of Geology and Geophysics, University of Tennessee, Knoxville, Tennessee 37996. Review date: August 1, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

Industrial Engineering: Assistant Professor. Industrial Engineering, one-year appointment. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

Interior Design: Full-time faculty position. Assistant Professor. Interior Design, one-year appointment. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

International Relations: Director of International Relations. The successful candidate will teach a one-year course (fifteen hours) at the graduate level. A Ph.D. in International Relations or a related field is required. Applications are due September 14, 1992. All materials must be received by August 15, 1992. All materials will be considered incomplete and not submitted to the screening committee.

**UNIVERSITY OF NEBRASKA  
AT KEARNEY**  
Kearney, Nebraska 68849-7000

**LIBRARY DIRECTOR**

The University of Nebraska at Kearney is located in south central Nebraska. Kearney is a progressive, diversified community of 25,000, offering a wide variety of activities from the arts to recreation. One of four institutions of the University of Nebraska system, Kearney has more than 9,000 students. The Library serves as the major information center for the central part of the state. A three-year automation project with innovative interfaces is nearing completion. The library has a staff of 32. The library facility is attractive and functional, having been completely remodeled in 1983.

**Responsibilities:**

- Leadership of the library faculty and staff
- Building strong academic and community relationships
- Long-range planning with the personnel of the library, university, and sister institutions
- Budget management

The successful candidate must be qualified minimally with an ALA-accredited MLS and a second master's degree; substantial library administrative experience; effective communication and interpersonal skills; experience with fiscal management; commitment to innovative technology; and a record of professional achievement.

The Library Director reports to the Vice Chancellor for Academic Affairs. The position offers full University of Nebraska benefits. Salary commensurate with education and experience.

Closing date for applications is July 31, 1992, or until the position is filled.

The University of Nebraska at Kearney is an Affirmative Action, Equal Opportunity Employer.

**APPLY TO:**

Dr. Vern Plumbeck, Chair, Search Committee  
Calvin T. Ryan Library  
University of Nebraska at Kearney  
Kearney, NE 68849-7000



**SEARCH RE-OPENED  
DIRECTOR OF  
PERFORMING ARTS  
Occidental College**

Occidental College, a nationally recognized liberal arts college, is accepting applications for the Director of Performing Arts. Coordinating with three performing arts facilities: Keck Theater, state-of-the-art 414-seat theater built in 1987; Thorne Hall, a 616-seat auditorium with outstanding music acoustics, renovated in 1989; and a 3400-seat outdoor amphitheater. The Director acts as cultural ambassador for the College and serves as executive producer for events offered throughout the year. Experience in marketing, artistic programming and production, finance, and Finance, the individual will supervise and coordinate the activities of production staff, technical staff and others associated with performing arts programs.

The position requires a master's degree and five years' experience in performing arts field with at least three years in a performing arts management position; or an equivalent combination of education and experience. The person must be well organized and have substantial management, contract, artistic, interpersonal skills, and budget development, forecasting and monitoring.

To apply, candidates should submit a résumé w/3 names of references & salary history and letter of application by August 1, 1992 to:

PERSONNEL OFFICE  
OCCIDENTAL COLLEGE  
1600 Campus Road  
Los Angeles, California 90041

Occidental College is an Equal Opportunity,  
Affirmative Action Employer.  
Minority and Women Applicants Encouraged to Apply

**ASSOCIATE DIRECTOR  
OF ADMISSIONS**

This senior staff position reports to the Dean of Admissions and is responsible for all phases of planning, coordinating, and implementation of a national and international recruitment program to include research, advertising, public relations, direct mail and special programming. Responsibilities include targeting markets, assigning travel schedules and supervising the travel activities of four Assistant Directors; coordinate High School Relations program, Parent Program and divisional recruitment strategies. Position requires travel, evening and weekend assignments, interviewing, applicant evaluation and participation in all-college events. Qualifications: Bachelor's degree and a minimum of three to five years' professional experience in Admissions or a closely related area. Knowledgeable of trends in higher education and principles of enrollment management. Experience with market research and data-based recruitment planning preferred. Familiarity with AAHAA (African-American, Hispanic, Asian, Native American) and International recruitment desired.

ASSISTANT TO THE PRESIDENT: Responsible for communication, human relations, writing and organizational skills; must be supportive of the women's emphasis mission of the institution and to the responsibilities attendant to serving the CIO. Must hold in all aspects of university management. Flexible working hours and marketing skills are critical. Salary is competitive and academic rank negotiable. Review begins immediately and will continue until position is filled. Starting date July 1, 1992 as soon thereafter as possible.

COORDINATOR OF GRANTS AND SPECIAL PROJECTS: Requires extensive organizational, investigative, and communication skills. Must hold an earned degree and have successful experience in grantmanship. Salary is competitive. Review of applications will begin immediately and will continue until position is filled.

DIRECTOR OF THE PHYSICAL PLANT: Responsible for the overall management of physical plant operations for the 110 acre campus (61 buildings—24 on the National Register of Historic Places). Must hold an earned bachelor's degree in a relevant field; have experience in supervision and operation of an institutional physical plant; planning, human relations, organizational and problem solving skills. The position is available September 1, 1992. Review begins immediately and will continue until the position is filled.

INSTRUCTOR/ASSISTANT PROFESSOR OF JOURNALISM: Teach courses in newswriting, photography, production, and related areas. Advise students with public relations emphasis; supervise internships, co-sponsored student newspaper and student yearbook, and other duties as assigned. Master's degree appropriate area required (Ph.D. preferred) and experience in applied setting. Available fall semester, 1992.

DIRECTOR OF COUNSELING AND RETENTION SERVICES: Serves as the primary student contact for academic and personal concerns, works closely with academic advising and retention seminar program, and responsible for peer tutoring program and other student development programs. Master's degree and counseling experience required. Sensitivity to women's issues and experience with programming, substance abuse issues and eating disorders preferred.

Candidates for positions must send letter of application, full resume, transcripts, and references to Office of Personnel, MUW, Box W-1609, Columbus, MS 39071.

MUW is an Affirmative Action, Equal Opportunity Employer. Women and minorities are urged to apply.

**EMERSON  
COLLEGE**

**INSTRUCTIONAL DESIGNER**

**Ball State University**

*Visual Learning Materials Project*

Serve as leader for course design/production teams working with public school teachers to design courseware that will visually enhance subject content. Oversees producer/director and graphics production assigned as they complete final products which include still and moving video and data for the teams. This is a professional staff position reporting to the Executive Director of Tele-Education and Educational Technologies. Salary is in the low \$40s. Minimum Qualifications: Master's degree in instructional design, instructional technology, educational communications or related area. Administrative and teaching experience desired. Send letter of application, résumé, and names, addresses, and telephone numbers of three references to: Dr. William Flinn, Executive Director of Tele-Education and Educational Technologies, Ball State University, 950 Muncie, IN 47306. Review of applications will begin immediately and conclude until the position is filled.

*Ball State University is an Equal Opportunity, Affirmative Action Employer. It is strongly and actively committed to diversity within its community.*



**Chicago  
State  
University**  
BOARD OF GOVERNORS UNIVERSITIES

**DIRECTOR OF ALUMNI AFFAIRS**

The Director will develop and implement programs which service and involve a national alumni constituency and will provide overall direction and planning of the Chicago Teachers College/Chicago State University Alumni Association. The Director will communicate and interact with diverse constituencies internal and external to the University. Major responsibilities include: implementation of a comprehensive alumni giving program, management of the annual alumni fund program, coordination of publications and direct mail appeals, development of alumni publications and newsletters, recruitment and training of volunteers. The Director will also oversee computerized records and administrative systems.

Excellent written and oral presentation skills, initiative and creativity are important, as is the ability to work as a team player. A bachelor's degree and up to five years' direct experience with alumni programs is required. Applications must include a cover letter, résumé, and three (3) letters of reference no later than July 10, 1992, and should be sent to Dr. Pedro L. Martinez, Director of Affirmative Action, Chicago State University, Chicago State University, 95th Street at King Drive, ADM-316, Chicago, IL 60628.

*Chicago State University is an Equal Opportunity, Affirmative Action Employer.*



**Johnson County  
Community College**  
**DIRECTOR OF  
DEVELOPMENT**

Located in suburban Kansas City, Johnson County Community College, with an enrollment of 30,000 credit and non-credit students, a semester-long program of Development and Alumni Relations; provides leadership for external resource development including annual fund drive, solicitation, planning, phasing and cultural fund raising, and directs the JCCC Foundation and plans the development program with the Foundation executive board.

A bachelor's degree is required, master's preferred. Five years of experience in development including a record of success in fund raising and public relations required; knowledge of financial management practices required; experience in a not-for-profit or educational institution preferred. Full-time regular, 12-month contractual position. General business package. Review of applications will begin July 24, 1992. Completed application form required. To receive an application packet, contact Human Resources, JCCC, 12345 College Blvd., Overland Park, KS 66210; (913) 469-3877.

Non-discrimination Employer.

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

*Johnson County Community College is an Equal Opportunity, Affirmative Action Employer.*

**LIBRARY DIRECTOR**  
**Dudley Knox Library**  
**NAVAL POSTGRADUATE SCHOOL**  
**Monterey, California**

The Naval Postgraduate School invites applications for the position of Library Director. The ideal candidate will have an earned MLS degree from an AACRL accredited school or equivalent, progressive administrative experience in a university, government or corporate environment and a record of innovation and creative leadership. An additional advanced degree is desirable, although not a requirement. However, administrative experience in both traditional and computer-based library methodologies is essential. The person selected for this position must qualify for a security clearance up to and including the level of Secret. The salary is negotiable, based on education and experience.

Responsibilities of the Library Director include the management of a budget of approximately \$1,900,000, leadership of library staff, development of institutional resources related to bibliographic and informational needs and coordination of the library's role in support of the Naval Postgraduate School's academic and research requirements. The successful applicant will have the opportunity to guide the library through its transition to the increased use of high technology resources. The Director is a member of the faculty reporting to the Dean of Computer and Information Services.

The Dudley Knox Library's collections include over 200,000 monographs and bound-volumes journals, 625,000 classified and uncatalogued items, 100,000 reports in hard copy and microform, and 1,700 journal subscriptions. Approximately 35 percent of the research reports are classified as Secret and Confidential. The library is converting to an online system for catalog, automated circulation, acquisitions, and serials control (NOTIS). The physical plant is undergoing an expansion which, upon completion in early 1993, will increase the total available square feet to 95,000. The library employs a staff of 37 employees.

The Naval Postgraduate School, a university accredited by the Western Association of Schools and Colleges, is dedicated to graduate level education and research. Degrees are awarded at the master's and doctoral levels. The school's 37 curricula include programs in science, engineering, operations research, and business policy. There are approximately 1,800 students drawn primarily from the officer corps of the U.S. Navy. The student body is otherwise composed of officers from the other branches of the U.S. Armed Services and from allied nations, as well as Department of Defense civilians. Of the approximately 350 mostly civilian faculty members, 98 percent are Ph.D.s.

Because the Naval Postgraduate School is a federal institution, applicants are required to submit an Office of Personnel Management (OPM) Standard Form 171. A curriculum vitae is also required. The new Library Director will assume his/her responsibilities no later than 1 July 1993. The closing date for applications is 1 September 1992.

Send application and Form 171 to:

Dean Barry Frew (Code 05)  
 Naval Postgraduate School  
 Monterey, CA 93943

The Naval Postgraduate School is an Equal Opportunity Employer committed to cultural diversity. Women and minorities are encouraged to apply.

**A Bright Spot  
 In Your Future.**



**LEARNING DISABILITIES SPECIALIST**

Southwestern College is accepting applications for the following 1992-93 tenure-track academic position. Employment contingent on funding. Application deadline is July 31, 1992. For application materials, contact:

**SOUTHWESTERN COLLEGE, PERSONNEL SERVICES OFFICE**

900 Chouteau Road, Chula Vista, CA 91910, (619) 421-6700, ext. 6395, (619) 422-4395. (Personnel Office Hours through 7/24/92 are Monday-Thursday, 7am-5:45pm PDT.)

**EQUAL OPPORTUNITY EMPLOYER**

**Bucks County Community College**

Physical Plant Director: Senior level position responsible for planning, budgeting and overall management of maintenance, repair, and renovation of campus facilities, custodial services and grounds maintenance. A college with 200 acres and 20 buildings. Direct the work of 60 employees in a union setting and manage contract service agreements. Provide engineering services, design and construction projects requiring public bidding and on-site project management. Master's degree in facilities management-related discipline and 5-7 years' supervisory and management experience in educational setting required. Strong communication, management, organizational, supervisory and computer literacy skills required. Advanced engineering certification, prior experience with a computerized work order system and general fringe benefits. Send resume, three (3) references and salary requirements by July 15, 1992 to: Personnel Office, D-229, Bucks County Community College, Newton, PA 18940.



The Community's College

**THE SCHOOL FOR FIELD STUDIES,  
 in conjunction with  
 NORTHEASTERN UNIVERSITY**

**FIELD DIRECTOR**

**Center for Marine Resource Studies,  
 Caribbean**

Director will lead faculty and 30 undergraduates in summer and semester programs in an interdisciplinary, hands-on, field-oriented research program. Will manage all aspects of the site, live on site in a remote field setting and provide academic leadership to faculty and students. He or she will promote the University through scholarly publications, attendance at college night programs, and interviews with students, parents and community members. Special emphasis will be placed on the recruitment of students from the Latino community. Qualifications include a Bachelor's degree, strong oral and written communication skills (bilingual), high energy and be commensurate with qualifications and experience within the range of \$28,615-\$38,396 with excellent benefits. Send resume of interest, resume, and 3 letters of recommendation by July 1, 1992 to: Victoria Sanders, Search Committee Chair, Office of Admissions, East Stroudsburg University, East Stroudsburg, PA 18301.

ESU is an AA/EO employer M/F/H/V.  
 A Pennsylvania State System of Higher Education University

Library: Columbia University Libraries, Information Technologies Reference Library and Economics. The World Bank Library and Economics seeks an experienced person to provide general and in-depth reference and other related topics; select, format, and shoot, create and provide end-user information services for electronic information services; design, develop, and maintain library orientation, training sessions, and bibliographic instruction; and develop ma-

crocomputer-based information systems for reference and research needs in the Business Library. The position reports to the Director of Business and Economics and acts as a member of the Business and Economics Librarian's team, serving a dynamic, primarily graduate, clientele. Library holdings include a collection of business periodicals and a selection of business and economic electronic information works. Requirements: accredited MLS; experience with bibliographic reference information sources and electronic business resources; and



**DIRECTOR OF PHYSICAL PLANT**

Smith College, the country's largest liberal arts college for women, invites applications and nominations for the position of Director of Physical Plant. Reporting to the Chief Financial Officer, the Director is responsible for the operations of the Physical Plant Department in its mission to operate and maintain facilities, utilities and grounds for the college. Responsibilities include building renovation and construction, repair and maintenance of buildings, equipment and grounds, and planning, scheduling and supervision of all phases of the Physical Plant.

With an operating budget of \$12 million and a staff of approximately 170, the plant includes over 100 buildings (2.7 million square feet), approximately 2250 contiguous acres of land at the center of the City of Northampton, Massachusetts.

Candidates must have a BS degree in Engineering or related technical/business discipline plus 10 years of progressively responsible experience involving project management, maintenance, scheduling, labor relations, budget development and short- and long-term planning. The successful candidate must possess excellent management, communication and leadership skills, and must be knowledgeable regarding principles and practices of electrical and mechanical systems, construction codes, utility and energy management systems and applicable Federal and State regulations.

Smith College invites applications and experience. Interested candidates should submit a letter of application, résumé and three references by July 27, 1992:

Employment Group  
 Office of Human Resources  
 Smith College, Box 500  
 30 Belmont Avenue  
 Northampton, MA 01063

An Affirmative Action, Equal Opportunity Institution. Minorities and Women are Encouraged to Apply.

**THE AMERICAN UNIVERSITY**

**WASHINGTON DC**

**Director of Admissions & Financial Aid**

The Washington College of Law seeks an admissions professional for the position of Director of Admissions and Financial Aid, beginning October 15, 1992. The Director is responsible for managing all aspects of the admissions process: planning and implementing the recruitment schedule and other conversion events for candidates for the J.D. program; managing the processing of approximately 7,000 candidates for the J.D. and LL.M. programs; developing recruitment publications and other materials; administering the law school's need-based financial aid programs; maintaining an on-going student financial aid counseling program, including debt counseling, acting as liaison to central university financial aid office; and coordinate and work with many constituent groups: the Committee on Admissions, Coordinator of Minority Affairs and minority student groups, and other university offices. The Director supervises a full-time staff of 5 and several part-time persons, including a minority staff recruiter.

Qualifications: Bachelor's degree required, relevant Master's degree preferred; at least five years experience in higher education admissions and financial aid; and demonstrated written and verbal communications skills. Experience with all phases of law school admissions, admissions recruitment and conversion, financial aid, and mainframe and microcomputer applications to the admissions process are highly desirable.

Applications should be sent to: Joanne Lawton, Assistant Dean, P.O. Box 281, Eagle Station, Washington, D.C. 20001-2805.

Applicants should include cover letter, resume, and salary history. Application deadline: August 15, 1992. An EEO/AA University. Women and minorities are encouraged to apply.

**BULLETIN BOARD: Positions available**

**Director, Office of Sponsored Programs**

UNC Research Corporation, University of Northern Colorado

The UNC Research Corporation is seeking a highly qualified person to be the Director of the Office of Sponsored Programs. The Director of the Office of Sponsored Programs will play a special role in leadership, will substantially increase its external funding over the next two years. The Director will be key to this effort. The person will be responsible for the Washington College of Law seeks an admissions professional for the position of Director of Admissions and Financial Aid, beginning October 15, 1992. The Director is responsible for managing all aspects of the admissions process: planning and implementing the recruitment schedule and other conversion events for candidates for the J.D. program; managing the processing of approximately 7,000 candidates for the J.D. and LL.M. programs; developing recruitment publications and other materials; administering the law school's need-based financial aid programs; maintaining an on-going student financial aid counseling program, including debt counseling, acting as liaison to central university financial aid office; and coordinate and work with many constituent groups: the Committee on Admissions, Coordinator of Minority Affairs and minority student groups, and other university offices. The Director supervises a full-time staff of 5 and several part-time persons, including a minority staff recruiter.

Qualifications: Bachelor's degree required, relevant Master's degree preferred; at least five years experience in higher education admissions and financial aid; and demonstrated written and verbal communications skills. Experience with all phases of law school admissions, admissions recruitment and conversion, financial aid, and mainframe and microcomputer applications to the admissions process are highly desirable.

Applications should be sent to: Joanne Lawton, Assistant Dean, P.O. Box 281, Eagle Station, Washington, D.C. 20001-2805.

Applicants should include cover letter, resume, and salary history. Application deadline: August 15, 1992. An EEO/AA University. Women and minorities are encouraged to apply.

Dr. Kyle R. Carter, President  
 UNC Research Corporation  
 University of Northern Colorado  
 Greeley, Colorado 80639

The UNC Research Corporation is a non-profit organization operating on behalf of the University of Northern Colorado. Greeley is located 50 miles north of Denver and 50 miles east of Rocky Mountain National Park. Greeley has a population of 62,000.

In accordance with Federal regulations, all applicant materials will be retained by the University. This position is subject to budgetary funding and the Colorado Civil Service Commission approval by the Board of Trustees and subject to UNC policies and regulations. UNC is an Affirmative Action, Equal Opportunity Employer. We encourage qualified minorities, women, disabled individuals, and veterans to apply.

University of Maine is an Equal Opportunity, Affirmative Action Employer.

**UNIVERSITY OF MAINE**

**DIRECTOR  
 CENTER FOR COMMUNITY INCLUSION  
 A University Affiliated Program**

**Responsibilities:** Provide programmatic and administrative leadership for the University Affiliated Program including all aspects of its interdisciplinary training, Executive Programs, Technical Assistance, and Research and Dissemination activities; hire and supervise staff; provide liaison with public and private groups concerned with developmental disabilities at the state and national levels; secure additional funding for the program from public and private sources.

**Requirements:** Extensive knowledge and experience in methods to increase the community inclusion and participation of people with developmental disabilities, especially severe disabilities; demonstrated understanding of issues related to underserved or underserved groups and understanding of services and opportunities for people with disabilities in rural areas; demonstrated knowledge of current practices relating to interdisciplinary training, program development, technical assistance, and applied research and dissemination.

**Minimum Qualifications:** Doctorate in developmental disabilities or related field; national leadership in the field of developmental disabilities; eligibility for faculty appointment in a University of Maine department; three years' administrative experience; university experience resulting in evidence of an understanding of university organizational processes; excellent administrative, supervisory, and communication skills.

**Salary:** Commensurate with experience and other qualifications; full range of University benefits; full-time, fiscal year position dependent on external funding.

**Applications:** will be reviewed beginning July 17, 1992 and will be ongoing until the position is filled. Send letter of application, vita, and three letters of reference to: Paul Utunuru, Chair, Search Committee, University of Maine, 24 Coburn Hall, Orono, ME 04469 (Fax 207/581-1479).

University of Maine is an Equal Opportunity, Affirmative Action Employer.

**SEWANEE**

*The University of the South*

**Director of Development**

The University of the South, popularly known as Sewanee, invites applications and nominations for the position of Director of Development. This is a senior level position which reports directly to the Vice-President for University Relations.

Minimum requirements for this position include a Bachelor's Degree; seven years of successful development experience, preferably with experience as a Director of Development at the collegiate level; understanding of and commitment to the mission and purpose of a church related liberal arts college; capital campaign experience essential; strong management and organizational skills; both oral and written; strong interpersonal communication skills; and strong leadership ability; ability to function effectively in a complex organizational setting; ability to work effectively with a culturally diverse population.

Responsibilities include administrative and operational supervision of the University's fund-raising program, including annual giving, major gifts, planned giving, foundation and corporate relations and church giving; serving with other senior directors as a member of Vice-President's management team; playing a major role in establishing fund-raising goals; short and long term planning for development program; accompanying senior campaign volunteers on major gift calls; working closely with the campaign director in executing a \$915 million capital campaign already well underway; developing and reviewing development office budget.

The University of the South, founded in 1857 and owned by twenty-eight Southern dioceses of the Episcopal Church, consists of a very selective, coeducational, residential liberal arts college of 1,100 students and a School of Theology, enrolling about seventy students.

Salary and benefits are competitive and will be commensurate with the successful candidate's qualifications. Review of applications will begin immediately, with the expectation that the position will be filled by the end of the summer. Letters of application should be accompanied by a résumé and the names and telephone numbers of three references.

Nominations, inquiries, and letters of application should be sent to:

Tom Watson, Vice-President for University Relations

The University of the South

758 University Avenue

Sewanee, TN 37375-1000

The University of the South is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

**FISCAL MANAGER**

**STUDENT UNION ASSOCIATION**

**San Francisco State University**

**S.F.S.U. Student Union seeks a creative, progressive, and dynamic professional to serve as Fiscal Manager.**

**RESPONSIBILITIES:** Responsibilities include budget development; financial programs, thru- and five-year financial plan; administering vendor contracts; and oversight of the day-to-day financial functions, revenue generating operations, and inventory control procedures.

**REQUIRED QUALIFICATIONS:** Bachelor's degree in business, or equivalent. Minimum of 2-3 years' experience in a position with similar responsibilities. Advanced computerized data management and analytical skills. Evidence of strong interpersonal skills and well developed oral and written skills. Ability to work effectively with a culturally and ethnically diverse population.

**Requirements:** In addition, candidates must exhibit a strong Christian commitment and must show significant experience and demonstrated leadership in degree completion programs.

**Compensation:** Salary and benefits are competitive with similar institutions.

**Application procedure:** Send letter of application, vita, and names and phone numbers of three references to: Tom Watson, Vice-President for University Relations, The University of the South, 758 University Avenue, Sewanee, TN 37375-1000.

**Starting Date:** On or before September 1, 1992 preferred.

**Application:** The search committee will begin to review candidate material on July 30, 1992. All preliminary screening, an APFL faculty application will be sent to selected applicants for completion and submission, along with official copies of transcripts. Screening of applicants will begin immediately and will continue until the position is filled.

**B.F.UU. STUDENT UNION, ATTN: SELECTION COMMITTEE, 1610 HOLLOWAY AVENUE, ROOM R-132, SAN FRANCISCO, CA 94132**

AA/EOE



**BETHEL COLLEGE**

**McKenzie, Tennessee**

**ADMISSIONS / FINANCIAL AID**

Bethel College, a small, 150-year-old Presbyterian college in West Tennessee, seeks a dynamic, can-do person to serve as Assistant to the President for Admissions and Financial Aid.

Must run a program to recruit 200-320 new students per year with assistance of 4-member admissions staff and 2-member financial aid staff.

Master's preferred, bachelor's required. Must have 4 or more years of elective admissions experience and must demonstrate ability to manage a small college admissions program. Report directly to the president and sit on a 7-member college cabinet.

Applications received through July 13, 1992. Position available August 1 or as soon as possible thereafter.

Send letter and résumé to:

Bill Elkins, President

Bethel College

212 Cherry Street • McKenzie, TN 38201

Bethel College is an equal opportunity employer.







## STUDENT SERVICES/REGISTRAR'S OFFICE

Registrar  
Staffing #A021

Provides leadership and direction for the administration of comprehensive student records and registration services. Insures that state of use of computerized records and registration systems including touch-tone registration and computerized tracking systems. Insures the accuracy and confidentiality of student records and data. Interprets and implements college academic policies. Supervises office clerical staff. Qualifications: A Master's degree is required. Minimum of three years of college administrative and supervisory experience as a Registrar or Assistant Registrar preferably at a comprehensive community college. Experience with and knowledge of computerized records and registration systems. Must have strong management skills with the ability to plan, implement change in a complex environment. Excellent analytical, interpersonal and communication skills required. Working Conditions: Flexible scheduling is required including evening and weekend periods of the registration schedule. Participation in appropriate professional associations is expected. This is a full-time, S&M 3 position.

Applications will be accepted until the position is filled. Interested candidates should submit a letter of application with a detailed résumé, transcripts, and a current letter of recommendation to:

Timothy Broomfield  
Human Resources Technician  
Mott Community College  
Room CM 1022  
1401 East Court Street  
Flint, MI 48503

Mott Community College welcomes applications from minorities, women, veterans and individuals with disabilities. All interested parties are encouraged to apply. Mott Community College hires only U.S. Citizens and persons authorized to work in the United States. Mott Community College is an Equal Opportunity, Affirmative Action Employer.

Assistant Director  
of Admissions  
Search Re-opened

Berklee College of Music is currently seeking an experienced Admissions professional with proven leadership, organizational, and management skills. This is a highly challenging position in a unique work environment. Reporting to the Assistant Dean of Students you will be responsible for the planning, implementation, and direction of activities related to Admissions counseling, recruitment, scholarship awarding, and overseeing the College's alumni admissions program. Qualified individuals will have a significant background in Admissions counseling, project management skills, and progressive supervisory experience. Knowledge of traditional/international Admissions recruitment activities both on- and off-campus is expected. Excellent communication and analytical abilities are essential. Musical training and/or an understanding of today's contemporary music styles are strongly preferred.

Interested candidates should forward their resumes and salary expectations by July 15, 1992 to Kevin McGlenn at Berklee College of Music, 1440 Boylston Street, Box 298, Boston, MA 02125. Women and minorities are encouraged to apply. Equal Opportunity Employer.

**Berklee**  
COLLEGE OF MUSIC

Nursing: Associate Degree Nurse Practitioner, Assistant/Associate Professor in the Department of Nursing. The Department of Nursing is seeking to fill a full-time tenure-track faculty position in Medical/Surgical Nursing. Responsibilities include: curriculum development, teaching in classroom, laboratory and clinical areas, and involvement in committee activities. Requirements: Master's in Nursing or related field is preferred. Doctoral degree and clinical experience. Two years' nursing education and research experience in areas of inquiry and curriculum vitae. Send resume and three letters of reference to: Dr. Lois Lof, Department of Nursing, Cleveland State University, 190th and Euclid, Cleveland, Ohio 44115. Application Deadlines: Open until filled. Equal Opportunity Employer. NDA.

Nursing: Faculty, Assistant/Associate Professor in the Department of Nursing. The Department of Nursing is seeking to fill a full-time tenure-track faculty position in Medical/Surgical Nursing. Responsibilities include: curriculum development, teaching in classroom, laboratory and clinical areas, and involvement in committee activities. Requirements: Master's in Nursing or related field is preferred. Doctoral degree and clinical experience. Two years' nursing education and research experience in areas of inquiry and curriculum vitae. Send resume and three letters of reference to: Dr. Lois Lof, Department of Nursing, Cleveland State University, 190th and Euclid, Cleveland, Ohio 44115. Application Deadlines: Open until filled. Equal Opportunity Employer. NDA.

Nursing: New Hampshire Technical College, Berlin—Two (2) part-time Clinical Faculty, Overlaid in a dynamic Associate Degree Program in Nurse Education, Instructor to Professor level. Qualifications: Graduate upon qualifications. Both positions are for clinical faculty in health care facilities and Master's Degree, one of which must be preferred. Three years' teaching under work experience, and a current N.H. teaching license. Position will be filled as soon as qualified and available applicants are selected. Obtain application forms and application forms, including transcripts to: Doyle V. Davis, Director of Academic Affairs, New Hampshire Technical College, 2030 Riverdale Drive, Berlin, New Hampshire 03770; Telephone (603) 221-1113. EOB.

DIRECTOR OF DEVELOPMENT  
Louisiana Tech University  
(Search Reopened)

Louisiana Tech seeks an experienced development professional for the position of Director of Development. The Director will report to the Vice President for Development and External Affairs and will work closely with the Board of Directors of the Louisiana Tech University Foundation. Candidates must have a baccalaureate degree and at least 5 years' development experience in higher education, including fund-raising programs for annual giving, planned giving, corporation/foundation giving, or major gifts from individuals.

Candidates should possess management skills to: plan, budget, and implement all thrusts of a balanced development program; supervise development professional and support staff; oversee computerized constituent data base (80,000+); cultivate and recognize donors; organize effective solicitation; and utilize other university leaders in the development programs.

Louisiana Tech is a public institution located in North Central Louisiana. It was founded in 1894 and has a current enrollment of 10,300 students. University Foundation support of the University Foundation, has placed a high priority on the success of the Development Program. A \$30 million campaign was started in December, 1991.

Applications will be accepted until the position has been filled. Applications will be accepted until the position has been filled.

Vice President for Development and External Affairs  
P.O. Box 3183  
Louisiana Tech University  
Ruston, LA 71272

Louisiana Tech University is an Equal Opportunity, Affirmative Action Employer.

Alamo Community College District  
DIRECTOR OF  
STUDENT FINANCIAL AID  
at SAN ANTONIO COLLEGE

Master's degree in Public Administration, Business or a closely related field. Three years' minimum administrative, supervisory or coordinative level experience in connection with support services-type programs, preferably in concern to their reporting requirements, audit functions and regulatory compliance. Administrative position with benefits and competitive salary; appointment requires District Board approval.

Deliver or mail application or comprehensive résumé along with copies of qualifying certificates, transcripts, etc., and employment résumé to: Dr. Michael J. G. Gandy, Director of Student Financial Aid, San Antonio College, 1000 Main Street, San Antonio, TX 78207. Applications will be closed July 3 and will reopen for business by Monday, July 6, 1992. A completed ACCD application and official copies of qualifying documents will be required before employment offer is made. Please submit to:

Alamo Community College District:  
HUMAN RESOURCES DEPARTMENT  
811 W. Houston Street  
San Antonio, Texas 78207-3033

EEO/AA

PARKLAND COLLEGE  
THEATRE TECHNICAL DIRECTOR

Parkland College has an opening for a Theatre Technical Director in the Fine and Applied Arts Department. This is a full-time, professional support staff position available immediately. The primary responsibility of the Technical Director is to assist the Artistic Director in the daily operations of the Technical Theatre, including managing stage equipment and shops, constructing students and community volunteers. A Master's degree of Fine Arts in power tools, accepted theatre construction techniques, plus knowledge of stage rigging and computerized lighting controls.

Salary will be based upon experience and qualifications. Applications will be reviewed as they are received, until the position is filled. To apply, send cover letter, vita, and names, addresses, and telephone numbers of at least three current references.

Send materials to:

Search Committee  
Office of Human Resources  
Parkland College  
2400 West Bradley Avenue  
Champaign, IL 61821-2230

Parkland College is committed to equal opportunity employment and promotes diversity in all areas. Qualified women and minorities are encouraged to apply.

Lists of the latest books of interest to Academic scholars and books about higher education —

every week in The Chronicle.

Northern State University  
Director of  
University Communications

Northern State University is seeking an experienced public relations professional of creativity and vision to lead a comprehensive communications program with key constituents of the university. The director will be responsible for developing a comprehensive communications plan for presenting the university to all external constituencies and publications. The Director of University Communications produces high quality publications and provides publications support to other university departments. The director is editor of the quarterly alumna publication and coordinates the work of staff members.

Minimum qualifications for the position are a bachelor's degree and five years of progressively responsible work. In the field of public relations in a higher education setting. A master's degree is preferred.

Experience must have exceptional writing and editing skills, familiarity with media, publications and managerial experience. Experience in design, production, financial management, is desirable.

The ability to work well with others is essential in providing support to the President, Vice Presidents, Deans and Department Chairs.

Northern State University is a Carnegie Class IIIA comprehensive, multi-purpose institution providing both undergraduate and graduate programs typical of regional institutions of higher education. Northern State University enjoys popular support and a consistently growing enrollment.

Nominations are solicited with resumes and three letters of reference are invited. Address nominations and applications to: Dr. David K. Cohen, Professor of Education and Sociology, 110 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034. Applications will be reviewed beginning July 10, 1992. If a suitable candidate is not identified by the deadline date, late applications will be accepted.

Applications will be accepted until the position has been filled. Applications will be accepted until the position has been filled.

Vice President for Development and External Affairs

P.O. Box 3183

Louisiana Tech University

Ruston, LA 71272

Louisiana Tech University is an Equal Opportunity, Affirmative Action Employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.

Northern State University is an Equal Opportunity, Affirmative Action employer.



**STUDENT SERVICES/REGISTRAR'S OFFICE**  
**Registrar**  
**Staffing #A021**

Provides leadership and direction for the administration of comprehensive student records and registration services. Ensures that state-of-the-art technology is used to maximize service to students through the use of computerized records and registration systems including touch-tone registration and computerized transcripts. Ensures the accuracy and confidentiality of student records and data inputs and implements college academic policies. Supervises office clerical staff. Applications: A Master's degree is required. Minimum of three years of college administrative and supervisory experience as a Registrar or Assistant Registrar, preferably at a comprehensive community college. Experience with knowledge of computerized records and registration systems. Must have strong management skills with the ability to plan and implement changes in a complex environment. Excellent analytical, interpersonal and communication skills required. Working conditions: Flexible scheduling is required including evening work during some periods of the registration schedule. Participation in appropriate professional associations is expected. This is a full-time, S&M 3 position. Applications will be accepted until the position is filled. Interested candidates should submit a letter of application with a detailed résumé, transcripts, and a current letter of recommendation to:

Timothy Broomfield  
 Human Resource Technician  
 Mott Community College  
 Room CM 1022  
 1401 East Court Street  
 Flint, MI 48603

Mott Community College welcomes applications from minorities, women, veterans and individuals with disabilities. All qualified applicants are encouraged to apply. Mott Community College hires only U.S. Citizens and persons authorized to work in the United States. Mott Community College is an Equal Opportunity, Affirmative Action Employer.

**Assistant Director  
 of Admissions  
 Search Re-opened**

Berklee College of Music is currently seeking an experienced Admissions professional with proven leadership, organizational, and management skills. This is a highly visible position in a unique work environment. Reporting to the Assistant Dean of Students you will be responsible for the planning, implementation, and direction of activities related to Admissions counseling, recruitment, scholarship awards, and overseeing the College's alumni program. Qualified individuals will have a significant background in Admissions counseling, programmatic skills, and progressive supervisory experience. Knowledge of traditional and non-traditional Admissions recruitment activities both on- and off-campus is expected. Excellent communication and analytical abilities are essential. Musical training and an understanding of today's contemporary music styles are strongly preferred.

Interested candidates should forward their resumes and salary expectations by July 15, 1992 to Kevin McGehee at Berklee College of Music, 1400 Boylston Street, Box 292, Boston, MA 02199. Women and minorities are encouraged to apply. Equal Opportunity Employer.

**Berklee**  
 COLLEGE OF MUSIC

Nursing: Associate Degree Nurse Program, Faculty Positions, Charlotte, NC. Our School of Nursing is accepting applications for Associate Degree Nurse Positions in all clinical areas. Requirements include curriculum development, teaching and clinical supervision, and clinical research, as well as participation in the clinical rounds. Requirements include: A Master's in Nursing and one year of teaching and clinical experience. Requirements include: A Master's in Nursing and one year of teaching and clinical experience. Send letter of application, curriculum vitae, and three current references.

Send materials to:  
 Search Committee  
 Office of Human Resources  
 Parkland College  
 2400 West Bradley Avenue  
 Champaign, IL 61821-1899  
 217-351-2220

**PARKLAND COLLEGE**  
**THEATRE TECHNICAL DIRECTOR**

Parkland College has an opening for a Theatre Technical Director in the Fine Arts Department. This is a full-time, professional support staff position available immediately. The primary responsibility of the Technical Director is to assist the Art Director in the daily operations of the scenery, operating audio, lighting, and stage equipment, and training students and community volunteers. A Master's degree in Fine Arts in theatre, accepted theatre construction techniques, plus knowledge of stage rigging and computerized lighting controls.

Salary will be based upon experience and qualifications. Applications will be reviewed as they are received, until the position is filled. To apply, send cover letter, vita, and names, addresses, and telephone numbers of at least three current references.

Send materials to:  
 Search Committee  
 Office of Human Resources  
 Parkland College  
 2400 West Bradley Avenue  
 Champaign, IL 61821-1899  
 217-351-2220

Parkland College is committed to equal opportunity employment and promotes diversity in all areas. Qualified women and minorities are encouraged to apply.

  
 Lists of the latest books of interest to Academic scholars books and books about higher education —

**every week in The Chronicle.**

**DIRECTOR OF DEVELOPMENT**  
**Louisiana Tech University**  
**(Search Reopened)**

Louisiana Tech seeks an experienced development professional for the position of Director of Development. The Director will report to the Vice President for Development and External Affairs and will work closely with the Board of Directors of the Louisiana Tech University Foundation. Candidates must have a baccalaureate degree and at least 5 years' development experience in higher education, including fund-raising programs for annual giving, planned giving, corporation/foundation giving, or major gifts from individuals.

Candidates should possess management skills to: plan, budget, and implement all thrusts of a balanced development program; supervise development professionals and support staff; oversee computerized constituent data base (50,000+); cultivate and recognize donors; organize effective solicitation; and utilize other university leaders in the development programs.

Louisiana Tech is a public institution located in North Central Louisiana. It was founded in 1893 and has a current enrollment of 10,300 students. University leadership with support of the University Foundation, has placed a high priority on the success of the Development Program. A \$50 million campaign was started in December, 1991.

Applications will be accepted until the position has been filled. Applications should submit a résumé and names of three references to:

Vice President for Development and External Affairs  
 P. O. Box 5183  
 Louisiana Tech University  
 Ruston, LA 71272  
 Louisiana Tech University is an Equal Opportunity, Affirmative Action Employer.

**Northern State University**  
**Director of University Communications**

Northern State University is seeking an experienced public relations professional of creativity and vision to lead a comprehensive communications program in key constituencies of the university. The director will be responsible for developing a comprehensive plan for promoting the university to its external constituencies and cations and publicity. The Department of University Communications produces high quality publications and provides support services to other university departments. The director is editor for the quarterly alumni publication and coordinates the work of five staff members.

Minimum qualifications for the position are a bachelors degree and five years' professionally responsible work in the field of public relations in a higher education setting. A masters degree is preferred. Ability with media communication and writing experience. Experience in design, production and financial management is desirable. The ability to work well with others is essential in providing support to the President, Vice Presidents, Deans and Department Chairs.

Northern State University is a Carnegie Class IIA comprehensive, multi-purpose institution providing both undergraduate and graduate programs typical of regional institutions of higher education. Northern State University enjoys popular support and a consistently good enrollment.

Nominations are solicited and applications with résumés and three letters of reference are invited. Address nominations and applications to Beth Way, Vice President for Student Affairs, Northern State University, Aberdeen, South Dakota 57401. Consideration of applications will begin July 10, 1992 and will continue until the position is filled. The position is available immediately.

Northern State University is an Equal Opportunity, Affirmative Action employer.

**Alamo Community College District**

**DIRECTOR OF STUDENT FINANCIAL AID**  
 at SAN ANTONIO COLLEGE

Master's degree in Public Administration, Business or a closely related field. Three years' minimum administrative, supervisory or coordinative level experience in connection with support services-type programs, preferably in a college setting. Knowledge of state and federal programs particularly in their reporting requirements, audit functions and regulatory compliance. Administrative position with benefits and competitive salary; appointment requires District Board approval.

Delivery or mail application or comprehensive résumé along with copies of transcripts, transcripts, etc., and employment references by JULY 10, 1992. Office will be closed July 3 and will reopen for business on Monday, July 6, 1992. A completed ACCD application and official copies of qualifying documents will be required before employment offer is made. Please submit to:

Alamo Community College District  
 HUMAN RESOURCES DEPARTMENT  
 811 W. Houston Street  
 San Antonio, Texas 78207-3033

EEO/AA

**GEORGIA STATE UNIVERSITY**  
**College of Business Administration**

**DIRECTOR OF EXECUTIVE MBA PROGRAM**

The Director of the Executive MBA (EMBA) Program of the College of Business Administration at Georgia State University has full responsibility for the program, including:

- Working with faculty in the EMBA program on curricular innovations and development of curricular changes for faculty approval.
- Working with faculty of the College of Business to teach EMBA courses and to work with the faculty as a team to achieve the required degree of curricular integration and program cohesion.
- Developing annual and mid-year budgets, subject to approval of the Dean, and operating program within budget constraints.
- Managing EMBA program staff.

The Director of the program is expected to provide the leadership to maintain and enhance the outstanding reputation of this nationally ranked EMBA program.

QUALIFICATIONS:

- Executive marketing orientation.
- Executive level financial management skills.
- Master's or doctoral degree and relevant experience.
- Depending on qualifications and interests, the appointment may be with faculty rank.

OTHER INFORMATION:

The University expects to fill the position on or about 8/1/92. Salary is competitive and consistent with qualifications. Review of applications will begin immediately and will be ongoing until position is filled. Send applications or inquiries to:

Arthur F. Schreiber, Chair  
 Search Committee for the Executive MBA Program  
 College of Business Administration  
 Georgia State University  
 Atlanta, Georgia 30303

An equal educational and employment opportunity institution.

**MICHIGAN STATE UNIVERSITY**

Michigan State University is seeking a candidate of exceptional qualifications to fill the position described below. Minimum of 10 years experience. Appointment will begin August 10, 1992. Applicants should have experience in policy research, including coursework, state and local interviews, and classroom observation. A doctorate is required. Interested individuals should send a letter of application, a résumé, copies of written work or publications, and the names and addresses of three references to Mr. David K. Cohen, Professor of Education and Social Policy, 518 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034. Applications will be reviewed beginning July 10, 1992. If a suitable candidate is not identified by the deadline date, late applications will be accepted.

**Research Associate**

The Consortium for Policy Research in Education (CPRE) is undertaking several major studies of recent state and school reform. One of these studies currently in progress at Michigan State University's College of Education is the NSL-CPRE study focusing on the development and implementation of recent state-wide initiatives to reform teacher evaluation, teacher licensing and learning in reading and language arts, and in mathematics. MSU researchers will be collecting data in three states and many classrooms, in order to illuminate the nature of these policies, the means of their implementation, and the changes in instruction that ensue.

The Research project is funded by a combination of grants from NSF, the Pew Charitable Trusts, The Carnegie Corporation of New York, and The U.S. Department of Education. The Project is directed by Professor Deborah L. Ball, Penelope Peterson, Suzanne Wilson, and David K. Cohen.

The Research Associate position is being created to assist the study director in carrying out the project's work. The Research Associate will be involved in all aspects of the study, including study design, instrument development, data collection, analysis, and writing. This person also will take responsibility for managing research in one of the three states. The appointment will be annual, renewable for up to four years, contingent upon satisfactory performance and continued availability of funds.

Women and members of minority groups are encouraged to apply. MSU—an Affirmative Action, Equal Opportunity Institution

**EDUCATION**

**Director of Student Professional Development Services**

The University of Maryland at Baltimore (UMB) is the principle professional center of the University of Maryland system. The campus is located on 54 acres and includes six professional schools medicine, dentistry, law, nursing, pharmacy and social work, an interdisciplinary graduate school and a major medical center which includes the RA Cooley Shock Trauma Center.

Individual will report to the Assistant Vice President for Student Affairs and will be responsible for initiating and administering a new campus-wide service to all students which is designed to assist students with their academic program of study and to enrich their personal and professional development. Examples of programs and services to be offered include: diagnostic screening for learning disabilities writing labs; study skills, test-taking skills, and time management workshops; self-esteem building workshops; critical thinking workshops; as well as cultural adjustment seminars and professional issues seminars. This Director will serve the dual role of administrator/clinician for this new initiative.

Position requires: Minimum of a Master's degree in education, psychology, communication, human development, or related field. Three years in any combination of student academic support services, program development, training or research. Experience in an academic/health sciences environment is desirable.

UMB is located near the Inner Harbor and close to I-83 and I-95 and offers an excellent compensation and benefits package including tuition assistance at University of Maryland System schools. For full consideration submit résumé by July 17, 1992 to: Beverly Bell, Senior Employment Representative, 737 W. Lombard Street, Baltimore, MD 21201-1041. Affirmative Action, Equal Opportunity Employer.

**Director**

**Office of Information**

**Technology (OIT)**

**Stockton, California**

Plan, organize and direct OIT operations to support academic/administrative information systems on main campus in Stockton, Dental School in San Francisco, McGeorge School of Law in Sacramento. About 5,500 students, over 300 faculty.

**Responsibilities:**

\*Liaison between campuses to formulate policy for vice presidential approval.

\*Feasibility studies, conceptual designs, determine software and hardware requirement, prepare reports on computer support issues.

\*Identify opportunities for expanded computer usage.

\*Develop academic/administrative computing policies.

\*Plan, direct, control information systems operations.

\*Negotiate vendor contracts.

\*Provide consulting services for University.

\*Prepare and maintain annual computer budgets.

\*Maintain working knowledge of current and future computing technology and trends.

\*Select, evaluate and supervise OIT staff.

**Minimum Requirements:** Masters degree in computer sciences, information systems or equivalent experience. Minimum 8 years experience, including managerial level at University.

**Equipment:** University's OIT supports a Unisys A6 machine for administrative work and a cluster of DEC machines running VMS and Ultrix on a campus-wide ethernet. University is undergoing review of its future computing environment.

Send resume with references to: Executive Vice President, UOP, 3601 Pacific Avenue, Stockton, CA 95211. Applications to be reviewed beginning 8/15 until filled. Salary, benefits competitive.

**Affirmative Action/Equal Opportunity Employer**

**DENISON UNIVERSITY**

**Assistant to the President**

The Assistant to the President is a full-time professional position at Denison University. The successful candidate will be familiar with the environment and goals of a selective liberal arts college, and will have demonstrated broad management and interpersonal skills. Preferably, he or she should hold the Master's degree in a liberal arts discipline or related area, and should have proven capacity for research. Ability to write clearly and effectively is essential.

The Assistant will have responsibility for the overall organization and management of the Office of the President; he/she will oversee the President's schedule, coordinate inquiries and problem-solving with other departments, serve as liaison to internal and external constituents, and manage the office's budget and personnel. The Assistant will report to the Secretary to the Board of Trustees, in which role he/she will coordinate Board meetings, maintain official records, assist in preparation for institutional ceremonies, and perform related functions. The incumbent will supervise a full-time administrative assistant and a half-time secretary.

Review of applications for the position of Assistant to the President will begin July 15, but applications received later will be considered until the position is filled. Cover letters and resumes may be sent to President Michael T. Hynes, Denison University, Granville, Ohio 43023. **DENISON UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.**

**JOHNSON STATE COLLEGE**

**Director of Communications and Marketing**

To begin September 1, 1992. Successful candidate should have Bachelor's degree and five years of relevant experience, demonstrated knowledge of college marketing and promotion, particularly in the public sector. Experience in college publications and media relations, excellent writing and editing skills are essential, as well as experience in developing and managing internal and external public relations programs. Excellent administrative skills including computer literacy and cross-departmental administration necessary.

The Director reports to the Director of College Relations and plays a key role in the institutional advancement decisions of the College. Duties will include planning and implementation of integrated marketing programs, communication with the media, and promotion of the college. Send three references to Dr. John R. Brink, Chair, Search Committee, Johnson State College, 100 Franklin Street, Johnson, VT 05253. Tel: 802-876-9791. Closing date: July 24, 1992.

Please submit letter of application, résumé, and the names of three references to:

Kathleen R. Brink  
 Director of College Relations  
 Johnson State College  
 Johnson, VT 05253

**JOHNSON STATE COLLEGE CONTINUES TO ENDORSE THE GOALS OF EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION AS CONSISTENT WITH THE VALUES OF THE VSC AND A DEMOCRATIC AND PLURALISTIC SOCIETY.**

**Physical Education: Assistant to Associate Professor, Head Coach Women's Softball** Tenure-track position beginning August 1992. Minimum of 10 years experience in college softball. Doctorate preferred. Master's degree required. Responsibilities include teaching, administrative work, curriculum development and research, grant writing, and supervision of graduate students. Head Coach of women's softball. Salary: \$20,884-\$27,820.

**Physical Education: Instructor/Coordinator** Tenure-track position beginning August 1992. Minimum of 10 years experience in college physical education. Doctorate preferred. Master's degree required. Responsibilities include teaching, administrative work, curriculum development and research, grant writing, and supervision of graduate students. Head Coach of women's softball. Salary: \$20,884-\$27,820.

**Physical Education: Assistant to Associate Professor, Head Coach Women's Softball** Tenure-track position beginning August 1992. Minimum of 10 years experience in college softball. Doctorate preferred. Master's degree required. Responsibilities include teaching, administrative work, curriculum development and research, grant writing, and supervision of graduate students. Head Coach of women's softball. Salary: \$20,884-\$27,820.</

Allan Hancock Community College is seeking applicants for a one-year business education grant project to develop an integrated tech-prep curriculum in business education for secondary and community college instruction with implications for a statewide model. Qualified candidates are sought for the following positions:

**PROJECT MANAGER**  
Closing date: July 10, 1992

Master's preferred in one or more business education disciplines. Temporary, full-time, 10 month, non-tenure track position. Monthly salary is \$4,965.

**APPLIED MATH AND SCIENCE SPECIALIST**

Master's degree preferred in math and/or science. Full-time, for the 1992/93 academic year, non-tenure track position. The annual salary is \$39,000.

**COMPUTER SCIENCE/INFORMATION SYSTEMS/ACCOUNTING SPECIALIST**

Bachelor's degree in business education, masters preferred. Full-time, for the 1992/93 academic year, non-tenure track position. The annual salary is \$39,000.

**MARKETING SPECIALIST**

A masters degree is preferred in business education or business administration. Part-time, (\$506) for the 1992/93 academic year, non-tenure track position. The annual salary is \$19,600.

**APPLIED COMMUNICATIONS SPECIALIST**

A master's degree is preferred in one or more communications disciplines, such as English and/or speech. Part-time, (\$506) for the 1992/93 academic year, non-tenure track position. The annual salary is \$19,600.

Closing date for specialist positions is August 10, 1992. Health insurance benefit package is provided.

For application and information contact:

**ALLAN HANCOCK COLLEGE**  
Personnel Services  
800 South College Drive  
Santa Maria, CA 93454  
(805) 922-6966, extension 3338  
FAX (805) 928-7905  
AA/EOE

**AREA COORDINATOR  
OFFICE OF HOUSING &  
RESIDENCE LIFE**

**BOWIE STATE UNIVERSITY** is a member of the University of Maryland System, founded in 1863. It is the oldest historically black institution in Maryland and has been identified by the Board of Regents as a regional comprehensive university. Located near Washington, D.C., Baltimore and Annapolis, MD, it's in the center of a "Triangle of Opportunities."

Applications are being accepted for a vacancy to be filled by August 3, 1992. Seeking a dynamic, creative and committed individual to oversee, administer and manage the operations of one or more residence halls. Individuals selected will also be responsible for another student development area for the Bowie System (i.e., Operations, Environment & Safety or other areas). The position offers the rare opportunity and challenge for student development professionals to assist in creating and developing a new and improved system.

Bachelor's degree required. Master's degree preferred in College Student Personnel, Counseling, or related field. Minimum of two years' significant experience in Housing and Residence Life or other university student service areas; the emphasis on management, supervisory and personnel skills desired. Salary negotiable. Excellent benefits. Interested and qualified individuals should submit a letter of interest, résumé, salary history, and names and telephone numbers of three employment references by JULY 10, 1992, to:

Director of Human Resources  
Bowie State University  
1400 Jericho Park Road  
Bowie, Maryland 20715  
EOE

**SIMPSON COLLEGE**

**Chicago Region Admissions Coordinator**

Applications are invited for the newly created position of Chicago Region Admissions Coordinator for Simpson College, a selective, United Methodist, four-year, liberal arts college.

Reporting to the Vice President for Enrollment and Planning, the coordinator will be responsible for the development and implementation of recruitment strategy in the greater Chicago Region.

At least a Bachelor's degree required. Two to four years of Chicago Region recruiting experience preferred.

Send cover letter, résumé and three work references (including telephone numbers) to:

Director of Human Resources  
Simpson College  
701 North C Street  
Indianola, IA 50125

Review of applications will begin immediately and continue until position is filled. No phone calls please.

EOE/AA; women and minorities are encouraged to apply.

**ASSISTANT DIRECTOR OF CAREER CENTER  
WHITMAN COLLEGE**

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

**Director of the Clark Fund**

Clark University is seeking an experienced, results-oriented individual to direct its annual giving program, the Clark Fund. Over the past six years, the Clark Fund has increased its per-year gift from \$1.5 million to \$3.5 million, while exceeding its cumulative \$8.5 million portion of the University's \$10 million campaign. Strong leadership is necessary to maintain the continued growth of the Clark Fund. The Director is responsible for all aspects of annual giving from all constituencies: alumni, parents, foundations, corporations and individuals. More than 5 years of relevant experience, including significant experience working with top-end donors, leadership volunteers, and marketing programs required. This position includes the supervision of 2 professional staff and 2 support staff members, and reports to the Vice President for Development. Clark University is a smoke-free workplace. Applications will be reviewed as candidates are identified, and will continue until the position is filled. Please send cover letter and résumé by July 17 to Frederick E. Regan, Associate Vice President for Development.

**Clark University**

Worcester, MA 01610-1477

AA/EOE. Minorities, women & others encouraged to apply.

**Director of Student Life**

Polytechnic University, a private technological university, seeks Director of Student Life for Long Island Campus. Primary responsibilities will be residence life and student activities plus other general duties. THIS IS A LIVE-IN POSITION. B.S. degree and experience in residence life program, plus other responsibilities required. M.S. in Student Personnel or related field preferred. Salary competitive; position includes a two-bedroom apartment. Excellent benefits including tuition waiver. Applications available August 1992. Send resume or cover letter (must include salary requirements) immediately to: Jeffrey A. Kessler, Dean of Students.

Polytechnic University  
Route 110, Farmingdale, NY 11733  
Equal Opportunity Employer

**Polytechnic  
UNIVERSITY**

Plant Sciences/Research Management Research Director: The Morton Arboretum is seeking a Director of Research Management. The Arboretum is a privately operated museum of woody plants, the world's largest collection of living woody plants, and the proudest arboretum in the western suburbs of Chicago, Illinois. The Director is the senior administrator who will lead a diverse, balanced program of original research related to woody plants that is housed in a modern laboratory. Collections and Education Director: The Director who is an experienced collections and education professional, will be responsible for the 14-member Research staff and an annual operating budget in excess of \$500,000. Minimum qualifications: Ph.D. in plant sciences, demonstrated research ability and productivity, strong administrative and organizational skills, and excellent people skills in interactions with the public, staff, and other professionals.

Desired is a comprehensive background and interest in woody plants, ecology, and herbarium. Applications should send their curriculum vitae and three letters of reference to Dr. Gerald T. Donnelly, Director for the Morton Arboretum, Lisle, Illinois 60532.

Psychology: Clinical Psychology Department Chair/ Clinical Psych. Director: A vision, a clear mission, and the ability to develop a clinical-based program. The Director who is an experienced clinician and highly familiar with professional training in clinical psychology and have proven skills in research and teaching. The Director will be responsible for the 14-member Research staff and an annual operating budget in excess of \$500,000. Minimum qualifications: Ph.D. in clinical psychology, demonstrated research ability and productivity, strong administrative and organizational skills, and excellent people skills in interactions with the public, staff, and other professionals.

Psychology: Academic/ clinical position research experience. Academic/ clinical position with the University of Wisconsin, Milwaukee. The position is located in Milwaukee, Wisconsin, and involves

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academe —

every week in The Chronicle.

**BULLETIN BOARD: Positions available**

**Research and Planning Associate  
Institutional Planning and Research**

Applications or nominations are sought for an individual to operational planning processes, supporting quality improvement, conducting institutional research and developing information systems. The successful candidate will possess at least two of the following characteristics: knowledge of the economics and strategic planning; familiarity with total quality management.

Applicants should have an MBA or advanced degree in a related field or equivalent, earned doctorate preferred; 3 to 5 years' broad based experience in higher education, developed research skills including a knowledge of statistics, experience in system analysis and development. Review of applications will commence on July 1, 1992 and continue until a suitable candidate is identified. Interested individuals should send a cover letter describing their qualifications, a résumé and the names of three references to Cynthia Smitsbauer, Dept. P222, Staffing Services, Cornell University, 160 Day Hall, Ithaca, NY 14853-2700.

N.B. Due to an error, this advertisement was not run in the June 1992 issue. The Chronicle of Higher Education as originally scheduled, however, will run in the June 24th issue. Although the review of applications will commence on July 1, 1992, individuals responding to this advertisement will receive full consideration if their materials reach Cornell by July 15th.

Director of Human Resources  
Bowie State University  
1400 Jericho Park Road  
Bowie, Maryland 20715  
EOE

**CORNELL  
UNIVERSITY**  
Affirmative Action/Equal Opportunity Employer

**DIRECTOR of ADMISSIONS**

**Aquinas College at Milton (MA)**

Aquinas College is seeking energetic, creative, results-oriented individual for Director of Admissions. Reporting directly to President, Director should have Bachelor's degree with minimum of three years Admissions experience and be prepared to design, develop and implement the college's enrollment program. Experience in marketing, strong interpersonal skills and good presentation skills required.

Aquinas is a two year Catholic College for women, offering Associate Degree programs with a career orientation.

**Send resume to:**

**CBF plus Associates**  
208 Lynn Falls Parkway  
Melrose, MA 02176

**Aquinas College is an Equal Employment Opportunity Employer**

**DEKALB COLLEGE** — A Unit of the University System of Georgia Located in metropolitan Atlanta and enrolling approximately 14,000 students on four campuses in associate degree programs, invites applications for the following position:

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.

**APPLICATION:** Send letter of interest, résumé, two-page statement of your view of the role of the career center in a liberal arts institution and three letters of recommendation to Meg Robeson, Search Committee Co-Chair, Whitman College, Career Center, Walla Walla, WA 99362. Application deadline: July 13, 1992.

An Affirmative Action, Equal Opportunity Employer.

Twelve-month position to assist with the on-going training and supervision of a paid student paraprofessional staff and volunteer committee members; perform workshops; assist in facilitating public relations with faculty, staff, students, alumnae, recruiters, and the community; hold active membership in related national organizations. Whitman College is an independent, co-educational, liberal arts college of 1200 students located in the heart of the Pacific Northwest.

**PREFERRED QUALIFICATIONS:** Master's degree in Student Personnel, Counseling or related field; career planning and placement experience; demonstrated competence in verbal and written communication and leadership ability.





COLLEGE OF  
SOUTHERN  
IDAHO

#### ACADEMIC DEAN

The College of Southern Idaho invites applications for the position of Academic Dean, who will serve as the college's Chief Academic Officer. The college is seeking a Dean who demonstrates a love of teaching and who values involvement with faculty, staff, students, and campus life.

The Academic Dean provides leadership in curriculum planning, implementation, and assessment as well as faculty development and evaluation in a college that values teaching above all else.

The successful candidate must possess an earned doctorate, a record of excellence in college-level teaching and progressive academic administrative experience. Experience in community college education is preferred. Applicants will have demonstrated leadership ability, exceptional interpersonal skills, a warm sense of humor, and a commitment to collaborative governance.

The College of Southern Idaho is a community college governed by a locally elected board of trustees serving approximately 3,000 full- and part-time students. Located in Twin Falls, Idaho, the 27-year-old college is the only college within a 100-mile radius.

The College of Southern Idaho offers a competitive pay and benefits package.

Please send resume, (unofficial) transcripts, and references or requests for further information in confidence to:

Human Resources Department  
College of Southern Idaho  
P.O. Box 1238  
Twin Falls, ID 83303-1238  
(208) 733-9554 x269  
Fax: (208) 736-3014

CLOSING DATE: SEPTEMBER 1, 1992

P.O. BOX 1238  
315 Falls Avenue  
Twin Falls, Idaho 83303-1238

AA/EOE

#### Dallas County Community College District DEAN OF STUDENT SUPPORT SERVICES

Cedar Valley College, Dallas, TX

Cedar Valley College, part of the seven-college Dallas County Community College District, is seeking an experienced administrator/educator for the position of Dean of Student Support Services. The college is located in southern Dallas County and serves over 3,100 credit students and 2,600 continuing education students.

This position performs administrative and supervisory work in planning, coordinating, and directing the functions of the Counseling, Job Placement, and Human Development Divisions. Responsibilities include budget development, program development and evaluation, and interpretation

of policies and procedures.

Education, experience, and skill requirements: master's degree in student and guidance or related area, four years of experience in student and job placement services, or related student service functions in higher education; demonstrated knowledge of counseling services, human development, and job placement services; and ability to utilize computer technology to access data, maintain records, and generate reports.

To Ms. Pat Jones, Personnel Coordinator, Cedar Valley College, 3030 N. Dallas Ave., Lancaster, TX 75134-3789. A cover letter application will be sent to applicants for completion and return. All application materials must be received by the Personnel Office by the application deadline: July 24, 1992.

EOQ/DA Employer

#### Research / Biological Sciences: Research

Electron Microscopy

Research / Biological Sciences: Research



THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites applications and nominations for the following four positions:



**VICE PRESIDENT OF ACADEMIC AFFAIRS**  
Los Angeles Southwest College

**VICE PRESIDENT OF ADMINISTRATION**  
Los Angeles City College

**VICE PRESIDENT OF ADMINISTRATION**  
Los Angeles Southwest College

**VICE PRESIDENT OF ADMINISTRATION**  
West Los Angeles College

**LAST DATE TO FILE: AUGUST 7, 1992**  
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY  
The Los Angeles Community College District is seeking a Vice President of Academic Affairs to serve at Los Angeles Southwest College, and Vice Presidents of Administration to serve at Los Angeles City College, at Los Angeles Southwest College, and at West Los Angeles College. Interested individuals who possess the required training and experience are invited to submit applications.

**REQUIREMENTS**  
Applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university. For Vice President of Academic Affairs, the applicant must have three years of successful full-time experience in accredited institutions of higher learning, and two years of successful full-time experience in administrative or management positions in business, industry, education or government; the required experience must have included responsibility for the direction of a variety of academic functions such as program and curriculum planning, implementation and evaluation, and academic personnel selection. For Vice President of Administration, the applicant must have two years of successful full-time experience in administrative or management positions in business, industry, education or government; the required experience must have included responsibility for the direction of a variety of services, finance, human resources, contracts, property management and safety and security services.

**SALARY**  
The current salary range is \$57,954 to \$71,799 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 12 paid holidays annually, 28 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a \$40,000 group life insurance policy.

**FILING AN APPLICATION**  
Under each position applied for, a separate application consisting of a resume, a letter of intent, and three letters of recommendation, must be received not later than 4:30 p.m. on Friday, August 7, 1992. Materials must be received by mail or filed in person at the Certified Selection Unit, Los Angeles Community College District, 617 West Seventh Street, Los Angeles, CA 90017, telephone (213) 891-2211.

**THE LACCD IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

**VICE CHANCELLOR FOR ACADEMIC AFFAIRS & DEAN OF GRADUATE SCHOOL**

The University of Arkansas for Medical Sciences invites nominations and applications for the position of Vice Chancellor for Academic Affairs and Dean of the Graduate School. This position reports directly to the Chancellor, academic committee, and student financial aid. The Vice Chancellor works with the Deans of Medicine, Nursing, Pharmacy and Allied Health on academic and administrative activities of their colleges including curricula standards and review, faculty appointments and promotions and graduate programs. The Vice Chancellor represents the campuses at all local, regional and national levels relating to educational programs.

Applicants must have a doctorate degree. Experience at a health sciences campus is preferable. Applications, accompanied by a current resume, should be sent to:

Dr. Harry P. Ward, Chancellor  
University of Arkansas for Medical Sciences  
4301 West Markham Street — Slot #541  
Little Rock, AR 72205

Applications are due by August 1, 1992.

The University of Arkansas for Medical Sciences is an equal opportunity, affirmative action employer.

**Royal Holloway University of London**  
Two Lectureships in Russian. The above posts in the Russian Section of the School of Slavonic and Eastern European Studies are for 1st February and 1st June 1993. Applicants should be completed, or be close to completing, a Ph.D. or equivalent, and have a native or near-native command of spoken and written Russian, and prove fluent in reading and writing in the Russian Language. Preference may be given to those with research interests in 19th and 20th century literature and/or an aspect of modern Russian history. Applications should be sent to:

Dr. Harry P. Ward, Chancellor  
University of Arkansas for Medical Sciences  
4301 West Markham Street — Slot #541  
Little Rock, AR 72205

Applications are due by August 1, 1992.

The University of Arkansas for Medical Sciences is an equal opportunity, affirmative action employer.

**Royal Holloway University of London**  
Two Lectureships in Russian. The above posts in the Russian Section of the School of Slavonic and Eastern European Studies are for 1st February and 1st June 1993. Applicants should be completed, or be close to completing, a Ph.D. or equivalent, and have a native or near-native command of spoken and written Russian, and prove fluent in reading and writing in the Russian Language. Preference may be given to those with research interests in 19th and 20th century literature and/or an aspect of modern Russian history. Applications should be sent to:

Dr. Harry P. Ward, Chancellor  
University of Arkansas for Medical Sciences  
4301 West Markham Street — Slot #541  
Little Rock, AR 72205

Applications are due by August 1, 1992.

The University of Arkansas for Medical Sciences is an equal opportunity, affirmative action employer.

**WEST GEORGIA COLLEGE**  
Vice President for Business and Finance

**General Description:** The Vice President for Business and Finance reports directly to the President and is responsible for the general financial operations of the College; accounting, payroll, purchasing, internal audits and property control, central stores and other fiscal services; operation and maintenance of the physical plant; public safety; personnel services; auxiliary services. (State appropriations budget development and administration are not a function of the Vice President for Business and Finance.)

**Administrators reporting to the Vice President for Business and Finance are Directors of Business Services, Plant Operations, Auxiliary Enterprises, Personnel, and Public Safety. The position carries no faculty rank, however by college statute, the Vice President has faculty status.**

**Qualifications:** A minimum of a bachelor's degree (MBA and/or CPA preferred) with relevant experience in college administration and financial and facilities management; demonstrated ability to work cooperatively and effectively with various constituencies; strong management and organizational skills; experience in policy formation and implementation; working knowledge of NACUBO standards and guidelines preferred.

**Salary:** Salary is commensurate with the background and experience of the individual selected. In addition, the college has an excellent fringe benefits package.

**College:** West Georgia College is a state college in the University System of Georgia offering two-year, four-year, masters', specialists', and cooperative doctoral degrees. With three undergraduate schools and a graduate school, enrollment is in excess of 7,500. Capacity for resident students is approximately 2,700. The College's 400 acre campus is just within the western boundary of Carrollton, the city and county have a combined population of 65,000 and are located 50 miles west of Atlanta, Georgia.

**To Apply:** The position will be available beginning July 1, 1993. Nominations should be sent to the address below. For full consideration, applications should be submitted by September 1, 1992, but the position will remain open until filled. Send letter of application, detailed résumé, official transcripts, and at least three letters of professional references to:

Dr. David Hovey, Chair  
Search Committee for Vice President for Business and Finance  
West Georgia College  
Carrollton, Georgia 30118

The names of applicants and nominees, résumés, and other general material are subject to public inspection under the Georgia Open Records Act. West Georgia is an Affirmative Action, Equal Opportunity Employer and strongly encourages the applications of women and minorities.

**SALARY**

The current salary range is \$57,954 to \$71,799 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 12 paid holidays annually, 28 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a \$40,000 group life insurance policy.

**FILING AN APPLICATION**

Under each position applied for, a separate application consisting of a resume, a letter of intent, and three letters of recommendation, must be received not later than 4:30 p.m. on Friday, August 7, 1992. Materials must be received by mail or filed in person at the Certified Selection Unit, Los Angeles Community College District, 617 West Seventh Street, Los Angeles, CA 90017, telephone (213) 891-2211.

**THE LACCD IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

**North Carolina State University**  
**Associate Vice Chancellor for University Relations**

Applications and nominations are invited for the position of Associate Vice Chancellor for University Relations to be filled by September 1, 1992. Responsibilities: The Associate Vice Chancellor for University Relations will report to the Vice Chancellor for Institutional Advancement and is responsible for communicating NCSU's mission to internal and external audiences. This position will manage all phases of communication including print media, electronic media, and publications and will serve as University spokesperson.

**Qualifications:** The Associate Vice Chancellor for University Relations should hold a Master's degree or have equivalent experience in communications, public relations, journalism or a related field and have 5-7 years' experience managing creative people.

**Applications:** Submit letter of application, résumé, and three references by July 20 to Ms. Frances M. Mills, Office of Institutional Advancement, North Carolina State University, P. O. Box 7505, Raleigh, NC 27695-7505. Salary commensurate with qualifications and experience.

**Equal Opportunity, Affirmative Action Employer**

**BULLETIN BOARD: Positions available**

**Memphis State University**

**VICE PRESIDENT FOR ADVANCEMENT**

Memphis State University seeks applications and nominations for the newly created position of Vice President for Advancement. The University is a comprehensive, urban university with 20,000 students located in a pleasant residential setting of Memphis, a metropolitan area of approximately one million people.

As a member of the President's senior management staff, the Vice President will have responsibility for the planning, organization and administration of the University's fund-raising and alumni activities. This advancement position will be responsible for the cultivation of large donors, development of a significant planned giving program and the direction of the University's educational foundation.

**Minimum qualifications include:**

- Demonstrated experience in organizing and managing high-level volunteer campaign structures.
- Experienced fund raiser with a high level of interpersonal, communication and organizational skills.
- Proven record of accomplishment and a demonstrated ability to work well with potential sources of top-level gift support, as well as with University officials, volunteer leaders and campus fund-raising personnel.
- Minimum of five years of increasingly responsible experience in annual giving, capital campaigns, and alumni affairs.
- Comparable comprehensive experience at the senior executive level in a large, complex organization will also be considered.

• Familiarity with contemporary issues and methods in higher education institutional advancement and philanthropy.

• Technical expertise, personal attributes and energy to lead various other advancement activities of the institution.

• Ability to work with a highly productive faculty in identifying educational programs for which fund raising is required and in involving faculty in articulating these needs to potential donors.

• Master's or doctoral degree in a discipline relative to the position preferred.

**Salary:** \$70,985.00 - \$86,508.00 per Annum

**Three-Year Initial Contract** (this is a non-tenure track position).

**Application Process:** Submit current vita, an official transcript from institution awarding the highest degree and unofficial transcripts of other degrees earned, three current letters of reference sent directly from persons knowledgeable about the applicant's academic and administrative performance, and request for official application form to: Dr. Michael McCarthy, Vice President for Academic Affairs Search Committee, c/o Personnel Services Division, UOG Station, Mangilao, Guam, 96923.

**Application Deadline:** To ensure full consideration, all required application documents must be postmarked no later than September 1, 1992.

For more information, call (671) 734-9109, 734-9535, or call Dr. John Rider toll free at 1-800-821-9233. EEO/AAE.

Salary will be competitive and commensurate with qualifications.

Screening of candidates will begin on July 24, 1992 and continue until the position is filled. Applications, credential and nominations should be submitted to:

Search Committee, Vice President for Advancement  
Office of the President  
Memphis State University  
Memphis, Tennessee 38152

**An Equal Opportunity/Affirmative Action University**

**ASSOCIATE VICE PRESIDENT FOR FACILITY MANAGEMENT**

The University of North Carolina at Chapel Hill invites applications for the position of Associate Vice Chancellor for Facilities Management. The Associate Vice Chancellor oversees the departments of Physical Plant, Facilities Planning and Construction, Capital Projects, Real Estate, Property, and Transportation and Parking. These departments collectively employ over 1,200 full-time employees and have budgets that exceed \$60 million. The Associate Vice Chancellor reports to the Vice Chancellor for Business and Finance.

**Responsibilities:** The Associate Vice Chancellor is responsible for the maintenance and operation of University facilities and grounds, consisting of 9,500,000 square feet of facilities and 3,700 acres of land, including a 75-acre campus; mail service; telecommunications; steam, electrical, and emergency lighting systems; facilities planning and development of construction plans; maintenance, including marketing research admissions, recruitment, financial aid and institutional and analytical abilities and strong interpersonal skills. The Associate Vice Chancellor must have the ability and commitment to work in a complex and diverse community.

**Qualifications:** Applications are being sought for this newly created position. The Associate Vice Chancellor reports to the Vice President for Student Affairs and will be responsible for directing and coordinating the units associated with enrollment services, the Office of Undergraduate Admissions, Office of Financial Aid, Office of the Student Financial Aid Council, and Office of the Registrar. Minimum requirements include a Master's degree and five years of university administrative experience, including staff and budget supervision and competence with centralized data-based systems. Candidates should have broad understanding of enrollment planning and analysis, including marketing research admissions, recruitment, financial aid and institutional and analytical abilities and strong interpersonal skills. The Associate Vice President must have the ability and commitment to work in a complex and diverse community.

**Screening:** Screening is expected to begin on July 1, 1992 and will continue until a suitable candidate is identified. Applications should include a letter of intent, resume and the names and phone numbers of three references. Please address nominations and applications to: Harry A. Young, Director, Employment and Employee Relations, Personnel Services

Temple University, University Services Building, Personnel Dept., Room 203, 1601 North Broad Street, Philadelphia, PA 19122. An equal opportunity/affirmative action employer.

**Associate Vice Chancellor for Facility Management**

The University of North Carolina at Chapel Hill invites applications for the position of Associate Vice Chancellor for Facilities Management. The Associate Vice Chancellor oversees the departments of Physical Plant, Facilities Planning and Construction, Capital Projects, Real Estate, Property, and Transportation and Parking. These departments collectively employ over 1,200 full-time employees and have budgets that exceed \$60 million. The Associate Vice Chancellor reports to the Vice Chancellor for Business and Finance.

**Responsibilities:** The Associate Vice Chancellor is responsible for the maintenance and operation of University facilities and grounds, consisting of 9,500,000 square feet of facilities and 3,700 acres of land, including a 75-acre campus; mail service; telecommunications; steam, electrical, and emergency lighting systems; facilities planning and development of construction plans; maintenance, including marketing research admissions, recruitment, financial aid and institutional and analytical abilities and strong interpersonal skills. The Associate Vice President must have the ability and commitment to work in a complex and diverse community.

**Qualifications:** Applications are being sought for this newly created position. The Associate Vice Chancellor reports to the Vice President for Student Affairs and will be responsible for directing and coordinating the units associated with enrollment services, the Office of Undergraduate Admissions, Office of Financial Aid, Office of the Student Financial Aid Council, and Office of the Registrar. Minimum requirements include a Master's degree and five years of university administrative experience, including staff and budget supervision and competence with centralized data-based systems. Candidates should have broad understanding of enrollment planning and analysis, including marketing research admissions, recruitment, financial aid and institutional and analytical abilities and strong interpersonal skills. The Associate Vice President must have the ability and commitment to work in a complex and diverse community.

**Screening:** Screening is expected to begin on July 1, 1992 and will continue until a suitable candidate is identified. Applications should include a letter of intent, resume and the names and phone numbers of three references. Please address nominations and applications to: Harry A. Young, Director, Employment and Employee Relations, Personnel Services

Temple University, University Services Building, Personnel Dept., Room 203, 1601 North Broad Street, Philadelphia, PA 19122. An equal opportunity/affirmative action employer.

**Associate Vice Chancellor for Facility Management**

The University of North Carolina at Chapel Hill invites applications for the position of Associate Vice Chancellor for Facilities Management. The Associate Vice Chancellor oversees the departments of Physical Plant, Facilities Planning and Construction, Capital Projects, Real Estate, Property, and Transportation and Parking. These departments collectively employ over 1,200 full-time employees and have budgets that exceed \$60 million. The Associate Vice Chancellor reports to the Vice Chancellor for Business and Finance.

**Responsibilities:** The Associate Vice Chancellor is responsible for the maintenance and operation of University facilities and grounds, consisting of 9,500,000 square feet of facilities and 3,700 acres of land, including a 75-acre campus; mail service; telecommunications; steam, electrical, and emergency lighting systems; facilities planning and development of construction plans; maintenance, including marketing research admissions, recruitment, financial aid and institutional and analytical abilities and strong interpersonal skills. The Associate Vice President must have the ability and commitment to work in a complex and diverse community.

**Qualifications:** Applications are being sought for this newly created position. The Associate Vice Chancellor reports to the Vice President for Student Affairs and will be responsible for directing and coordinating the units associated with enrollment services, the Office of Undergraduate Admissions, Office of Financial Aid, Office of the Student Financial Aid Council, and Office of the Registrar. Minimum requirements include a Master's degree and five years of university administrative experience, including staff and budget supervision and competence with centralized data-based systems. Candidates should have broad understanding of enrollment planning and analysis, including marketing research admissions, recruitment, financial aid and institutional and analytical abilities and strong interpersonal skills. The Associate Vice President must have the ability and commitment to work in a complex and diverse community.

**Screening:** Screening is expected to begin on July 1, 1992 and will continue until a suitable candidate is identified. Applications should include a letter of intent, resume and the names and phone numbers of three references. Please address nominations and applications to: Harry A. Young, Director, Employment and Employee Relations, Personnel Services

Temple University, University Services Building, Personnel Dept., Room 203, 1601 North Broad Street, Philadelphia, PA 19122. An equal opportunity/affirmative action employer.

**BULLETIN BOARD: Positions available**

**VICE PRESIDENT FOR ADVANCEMENT**  
**University of Guam**

Under the administrative direction of the President, the employee in this position works with wide latitude in the exercise of independent judgment and action to pursue effectively the academic missions of the University of Guam. The Academic Vice President is assisted in carrying out these duties by an Associate Academic Vice President.

**Major Responsibilities:** Supervises programs in the area of admissions and records, curriculum, instruction, research, library services, student affairs, continuing education and the computer center. Coordinates and develops the academic budget. Reviews and acts on personnel decisions. Implements academic policies and regulations. Reviews and acts on personnel decisions. Delegates responsibilities and authority appropriately. Directs and encourages curriculum development, faculty development and academic innovation.

**Minimum Qualifications:** Earned doctorate from an accredited college or university; administrative experience in a four-year college or university; record of effective teaching, research, and service demonstrated by having earned senior faculty rank; U.S. Citizen or U.S. permanent resident; demonstrated understanding of academic issues; knowledge and skill in budgeting, personnel procedures, academic advisement, and evaluation of programs and personnel.

**Desirable Qualifications:** Dynamic leadership qualities; strong organizational, human relations and communications skills; proven ability to obtain and administer grants and contracts; experience with diverse multi-ethnic populations, preferably Asians and Pacific Islanders.

<



## End Paper



### The Vicissitudes Faced by American Modernists

**O**N THE AUSPICIOUS OCCASION of his exhibition at the Museum of Modern Art in 1930, one front-page headline read, "Weber, Once Held 'Lunatic,' Given Big Show." It was reluctant, indeed almost damning, praise, particularly considering the magnitude of the honor at hand, yet it epitomizes the vicissitudes faced by Max Weber and his fellow American modernists. In fact, Weber had by that time received substantial recognition within the small coterie of the art world and was respected for his knowledge, ideas, and experimentations.

Very early in his career, during his first New York show, he was honored with the patronage of Arthur B. Davies and earned the interest of the esteemed Robert Henri. In mid-career, he became the first American artist celebrated with a retrospective at the Museum of Modern Art . . . and the second so recognized by the Whitney Museum of American Art. Yet his reception by the popular press was mixed at best. Even in 1930—over fifteen years after their creation—Weber's still-unfamiliar abstractions were mocked and derided, as too was the cause of "advanced" art: "The . . . canvases range from tortured expressions of an ingrowing mind and a groping hand to vapid grotesqueries . . . or dull arrangements of women's bodies—or rather the bodies of an arthritic race of his own conception. . . . In an age of egotism—where painters bow to their souls first and their art afterwards—Max Weber is outstandingly selfish."

Such biting period criticism indeed seems a humorously bombastic historical curiosity today. However, the public's derogatory and disheartening response to new artistic expressions (which to this day has an unfortunately familiar ring) often negatively affected the American artistic personality; Weber's career, for example, was marked by lingering bitternesses. The vitriolic judgement of the masses became—in the most confident times—a strange kind of validation, a badge of avant-garde courage. . . . Weber wrote about his solo exhibition at the Newark Museum: "As for my pictures on view, I only wish I could have more advanced ones; but, as you said, these will do splendidly to begin 'trouble' with."

With his break from the close-knit Stieglitz circle in early 1911 and withdrawal from the prestigious and pivotal Armory Show two years later, Weber found himself caught between the politics of the art world and the public's hostility to advanced art. Barely in his thirties and one of the most knowledgeable and forward-thinking artists of his generation, he saw his predicament as undeserved and disappointing. Yet Weber's plight was hardly atypical, for contemporary artists in America were faced with the reality of inherent conservatism and a national pragmatism that left little respect for their aesthetic endeavors. The climate was quite unlike that of Europe, in whose venerable artistic history and values Weber was schooled.

At the height of his exuberance, Weber faced the chasm between his aspirations and those of an uninitiated public who tended to see such pictorial exploration as a frontal attack. Morality, not just aesthetics, was at stake. In 1915, one reporter summed up the outrage: "Art courage is as described to-day as scientific fervor was in the Middle Ages. Yet without the spirit of the inventor what is art?"

*An exhibition of more than 60 paintings and drawings by the American cubist Max Weber (1881-1961) will be at the Corcoran Gallery of Art through August 9. "Max Weber: The Cubist Decade: 1910-1920" will then travel to the Albright-Knox Art Gallery, Buffalo, N.Y. (September 12-October 25); the Brooklyn Museum, Brooklyn, N.Y. (November 13-January 10, 1993); and the Los Angeles County Museum of Art, Los Angeles (February 18-April 25, 1993).*

*The text above by Susan Krane, curator of 20th-century art at the High Museum of Art, Atlanta, is excerpted from her introduction to the exhibition's catalogue. The catalogue is published by the High Museum of Art, which organized the exhibition. Percy North, associate professor of art history at Montgomery College, was co-curator of the exhibition, with Ms. Krane, and author of the catalogue.*

#### Government & Politics

the department reorganize its Office of Student Financial Assistance has, accounts, been the most difficult to carry out. Michael J. Farrell, a New Hampshire businessman who was charged with the task when he was hired in April 1991 to Deputy Assistant Secretary, reported eight months later in what was a dispute with his superiors over the reorganization.

#### Putting Out a Plan

Mr. Riso reworked the plan after he succeeded Mr. Farrell. Recently approved by the union that represents federal workers, the plan means reassigning some debts immediately and others over the course of several months. The plan, Mr. Riso said, should give the student-aid office by reorganizing various functions. The department's regional representatives, who are often the first points of contact for college officials, should be better connected to their offices in Washington, he said.

The reorganization plan would

create separate offices for Pell grants, student loans, and other programs in favor of separate offices that would perform functions related to all programs. The Policy, Training, and Analysis Service, for example, would write legislation and regulations, track trends in student aid, disseminate information on the programs, and help train aid officers. The Accounting and Financial Management Service would concentrate on improving accounting of all aid programs.

Some critics contend that the department is moving too slowly with its plan. Sen. Tom Harkin, the Iowa Democrat who heads the Senate subcommittee that writes the Education Department's budget, said the unapproved plan is an example of the department's failing to follow through on promises of reform.

#### The Quality of Data

"Someone's not really minding the store in terms of bringing better management practices to the Department of Education," Mr. Harkin said in an interview.

Other observers in higher education and on Capitol Hill are concerned with the quality of the department's student-aid data. "If they don't get the data systems up to a matter of greatest priority, this can not possibly improve," one Congressional aide.

Other data have continued to get the department into hot water in the past year. Many observers point to the department's failure to predict that the recession would increase demand for Pell Grants by \$1 billion in the 1991-92 and 1992-93 academic years.

The department's own internal audit also has continued to point to the agency's record keeping. Inspector General James Thomas, Jr., told a Senate hearing last month that the department did not perform the fundamental task of preventing people who had already defaulted on student loans from getting new loans.

He estimated that the department had made more than \$200 million in loans in the 1991-92 academic year, and awarded more than \$100 million in Pell Grants to people who should not have been

eligible because of their unpaid debts.

"The authorization of additional student financial assistance for borrowers who previously had defaulted on federally insured loans has been a major concern," Mr. Thomas said at the hearing. He added that the problem had continued even though he had first raised the issue in April 1986.

The Inspector General's "Semi-annual Report to Congress," released last month, also blasted the department for keeping its financial records in such disarray that "the general ledger cannot be used to produce accurate and auditable financial statements."

Mr. Riso acknowledged the problem with the Pell Grant estimates, noting the difficulty of fore-

casting demand for the program years in advance, as the budget process demands. Nevertheless, he said he had hired a consultant to assess the quality of the computer model that is used to predict the cost of the Pell Grant program.

#### Cross-Matching Applicants

Mr. Riso said he also had moved quickly to stop loans and grants to defaulters. The department has spent \$435,000 to modify its contract with the company that processes aid applications, to require it to cross-match the applicants with a list of 4 million defaulters.

The cross-match is a stopgap measure, Mr. Riso said, until the department has the new National Student Loan Data System running by the end of 1993. Some critics,

however, including the Inspector General, say that completion date is overly optimistic.

Congress approved the data base in 1986, but department officials dragged their feet because they objected to restrictions that lawmakers put on its use. The restrictions were removed in 1989, and the department asked for bids on the project in May 1992.

The system is expected to give the department borrower-by-borrower information on the size of loans, characteristics of the students, and their repayment histories. It should also improve the quality of the default-rate data that the department uses to expel institutions from the loan programs.

In the short term, however, department officials have appealed to

the 47 guarantee agencies to improve their default data so that the department will have a stronger hand when institutions challenge the figures. But college officials who have already battled the department over the data predict that more problems lie ahead.

Leland W. Myers, federal liaison officer for the California Community Colleges, said he did not think the data would be improved anytime soon. His experience in helping to save eight community colleges from being barred from the loan programs has persuaded him that the department has big problems with the information that it collects from guarantee agencies.

"I think they're still in terrible trouble, and they're just not telling people," Mr. Myers said.

# Program Your Students For Success.

## ACCPAC<sup>®</sup> Simply Accounting



Only \$50

## ACCPAC<sup>®</sup> BPI Accounting



Only \$100

## ACCPAC<sup>®</sup> Plus Accounting



Only \$125

## (For Less.)

North America's Leading Accounting Software Is Now Available To You At Greatly Reduced Prices Through Our Special Educational Discount.

Here's your assignment.

Take advantage of CA's special educational discount on the full line-up of ACCPAC<sup>®</sup> accounting software solutions for Windows, DOS and Mac. By using them in the classroom, you give your students valuable experience with accounting software corporate America uses.

There's ACCPAC Simply Accounting<sup>®</sup> for Windows or Mac, the small-business accounting software that's easy to learn and easy to use. Or ACCPAC BPI, specifically designed for growing businesses. And ACCPAC Plus, North America's leading high-end accounting software, with 10 integrated

modules including complete payroll and sophisticated job costing.

Many are supported by supplemental materials from leading publishing houses. And they all come ready to use with sample data for immediate journal input.

For more information on the ACCPAC family of accounting software and your special educational discounts, call 1-800-MICRO90.

That's all for today.  
Class dismissed.

**COMPUTER<sup>®</sup>  
ASSOCIATES**  
Software superior by design.

© Computer Associates International, Inc. One Computer Associates Plaza, Islandia, NY 11788-7000. All product names referenced herein are trademarks of their respective companies.

## Supercollider Scientists Left Dazed and Angry by Vote to Kill Project

By KIM A. McDONALD

WASHINGTON

Scientists who have devoted their careers to the Superconducting Supercollider reacted angrily last week to the House of Representatives' vote to end construction of the \$8.25-billion subatomic-particle instrument near Dallas.

Many complained that the action not only was a personal blow, but sent a clear message to scientists around the world that the United States is not a reliable partner in international scientific collaborations and is renouncing its leadership in high-energy physics.

"It's an absolute disaster," said S. Peter Rosen, dean of science at the University of Texas at Arlington. "The United States has been the world leader in this field since the Second World War. For Congress to almost willfully kill the field is a national disaster."

### "We Made a Terrific Start"

Mr. Rosen, a high-energy physicist, said many universities in Texas and other states had strengthened their physics departments in recent years, hiring new faculty members to work on the supercollider, which was scheduled to be completed in 1999.

"We made a terrific start," he said, adding that his institution had recently hired three scientists to work on the supercollider. "And that will just be blown away."

Although Mr. Rosen and other scientists hope to persuade the Senate to approve the \$650-million requested by President Bush for the project in fiscal 1993, many say that much of the damage has already been done.

George H. Trilling, a professor of physics at the University of California at Berkeley who heads the Solenoidal Detector Collaboration, an organization of 900 scientists from more than 10 countries that is designing and constructing one of two large experiments for the sup-

ercollider, said the House vote would now make it more difficult to get other countries to commit resources to build the detector.

"There is no question that the action sends an extremely negative signal to U.S. collaborators," he said. "I am especially concerned about the signal it sends to Japan," he added.

### "Extremely Demoralizing"

Japan is negotiating with U.S. officials on its contribution to the supercollider and may also offer a major commitment to his solenoidal detector.

Besides the potential loss of funds, Mr. Trilling said the decision by the House is having an "extremely demoralizing" impact on scientists in his organization.

"There are quite a few people who have made major commitments of their lives to this project and their careers are now in limbo," Mr. Trilling said. "To have people's careers and lives at the mercy of political winds is devastating."

Mr. Rosen of the University of Texas said the morale of many young high-energy physicists had been diminished by the action.

"A lot of young people have talked to me already," he said. "One young assistant professor at Southern Methodist University said, 'What am I going to do now? I could easily design video games for two times the amount of money I'm making.' These are the sorts of thoughts physicists are having as a result of the vote."

Although many scientists had opposed the supercollider, fearing its high cost would squeeze out smaller research efforts, their criticism was noticeably muted last week, as they recognized the dire consequences for their colleagues.

In addition to the losses to scientists, killing the supercollider now would mean that the approximately \$1-billion that the federal government has spent would end up serving no scientific use.

Rep. Sherwood L. Boehlert, a New York Republican who led the fight to kill the huge project, said "any sensible taxpayer anywhere in America will realize" that cutting the government's losses now is better than continuing to spend billions of dollars more on an effort that will siphon money away from other, more worthwhile scientific programs.

"The rest of the scientific community should stand up and cheer," he said.

Bur Robert L. Park, head of the Washington office of the American Physical Society, said many of the scientists in his group who initially opposed the supercollider now supported it, because they believed Congress had made a firm decision to begin building the project.

"I think the supercollider did

what they recognize a danger in hate speech and the human rights being violated, but they see the danger of censorship as greater," she added.

Some institutions without formal codes are also concerned about the ruling. Hunter College does not ban any type of speech, but its affirmative-action officer handles complaints about comments that may offend on the basis of race, sex, ethnicity, sexual preference, and handicap. Paul LeClerc, Hunter's president, said he was not sure that the policy would be allowed under last week's ruling.

Officials of the University of Wisconsin System believe a policy that they plan to enforce next week will not violate the decision. The Wisconsin policy bars "epithets directed specifically toward individuals with the purposes of creating a hostile educational environment on the basis of their race, gender, or sexual preference."

James B. Sulton, a special assistant to the system president who specializes in minority affairs, said

he believed the Wisconsin rule was legal because it refers to person-to-person discussion.

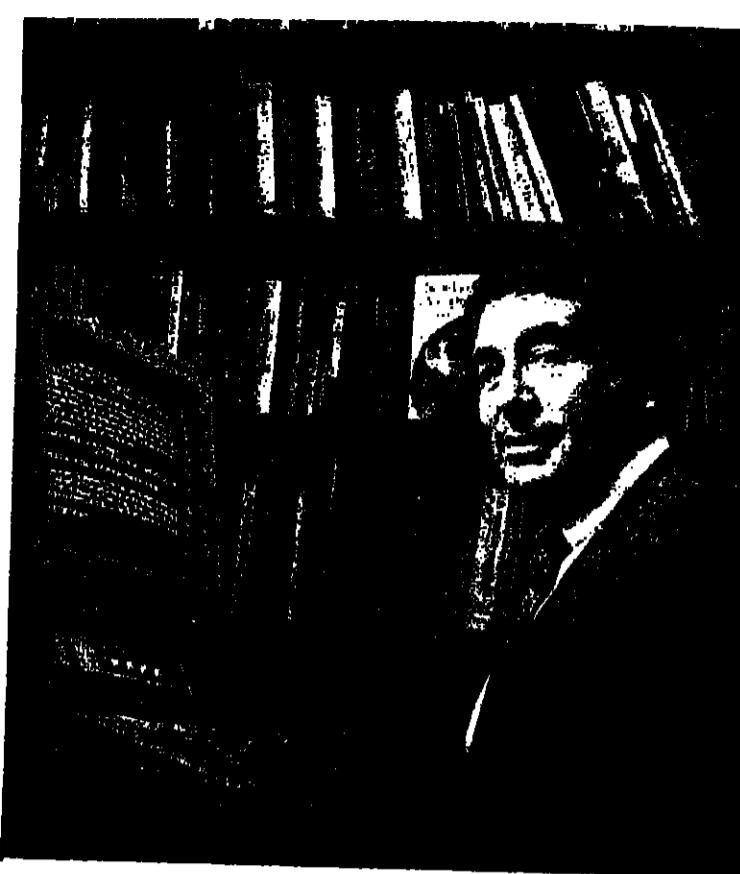
Mr. Sulton said such policies were important. "The campus environment plays a very crucial role in improving student retention, and we know that racial harassment has been a part of that environment," he said.

### Legislature May Act

Mr. Sulton acknowledged that the Supreme Court ruling, and a similar ruling on a state law last week by the Wisconsin Supreme Court, had prompted increased criticism of the university's code. The Legislature may move to block the code this week.

Mr. Yudof, who helped draft the University of Texas speech code, said there was a chance that his institution's policy might survive the ruling. That is because it is based on "the intentional infliction of emotional distress," which courts have frequently considered separately from free-speech issues.

Charles R. Lawrence, a profes-



S. Peter Rosen, dean of science at the U. of Texas at Arlington: "For Congress to almost willfully kill the field is a national disaster."

## Government & Politics

### Bush's School-Choice Proposal Seen as Potential Source of College Funds

By THOMAS J. DeLOUGHRY

WASHINGTON

Vigdor L. Tepitz, director of the physics department at the University of Texas at Dallas, who recently joined the department in the expectation of research on the supercollider, said that if the supercollider is a "less expensive" machine than the one currently being built at the European Organization for Nuclear Research, it would generate more revenue for the supercollider.

At a ceremony on the White House lawn attended by 1,200 parents, children, educators, and other proponents of "school choice," the President signed an order to transmit his "or Bill for Children," to Congress. The legislation would carry out a plan Mr. Bush first mentioned in the budget request for fiscal 1993 that he sent to Congress in January.

Under the plan, the federal government would spend \$500-million in grants to states to subsidize programs that allow the parents of low- and middle-income students to choose schools for their children and water appropriate areas.

That prospect is especially enticing to many particle-physics researchers, who could be supplementing their local, state, or private center. Steven R. Koonin, director of the Stanford Linear Accelerator Center, Steven R. Koonin, said: "It would be bad to cut public-school costs, or out-

after serious discussion, one of school programs. The federal government would provide the programs with \$1,000 a year.

Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, said in a statement following the House vote:

"I can think of no comparable situation where human society decided that it could not afford the next level of understanding in a field of science."

"In this sense, the damage is far greater than simply the loss of U.S. leadership in high-energy physics. What we really are talking about is

delaying consideration of the

**"No one told the GI's they couldn't go to SMU, Notre Dame, Yeshiva, or Howard. It helped create the best system of colleges in the world."**

## Clinton's 'Strategy' Includes Proposals on Aid Programs, University Overhead

Gov. Bill Clinton last week released a 22-page outline of what he would do as President—including several ideas related to higher education.

The outline—"Putting People First: A National Economic Strategy for America"—was a mix of ideas that the Arkansas Governor proposed early in the campaign and more recent proposals. Campaign officials said some of Mr. Clinton's early ideas had been abandoned or revised and that the document represented his current thinking on national issues.

### Replacing Loan Program

Governor Clinton, who presumably will receive the Democratic Presidential nomination this month, said he would do the following if elected in November:

■ Replace the existing student-loan programs with a National Service Trust Fund that would provide loans to all students and give them the option of repaying on an income-contingent basis or through national service.

■ Require employers to spend 1.5 percent of their pay-

roll costs on continuing education for employees. The education would have to be available for all employees, not just in management positions.

■ Reduce payments on

overhead expenses of universities that perform federally funded research.

The proposed reductions were projected to save \$3-billion over the next four fiscal years.

White House documents said parents would spend half of the \$1,000 voucher for private- or public-school costs and the other half for out-of-school programs, which are referred to as "supplemental education."

Bruno V. Manno, Acting Assistant Secretary of Education for policy and development, said each local program would decide what type of after-school, weekend, or summer programs would qualify as supplemental education. "There's no reason why, theoretically, a college or university couldn't create a program that would be attractive to a parent," he said.

■ Create a civilian research

and development agency to work with businesses and universities.

"This agency will be able to

create commercial research and development spending, and

focus its effort in crucial new industries such as biotechnology, robotics, high-speed computing, and environmental technology," the outline said.

■ Provide more education and job-training programs for people on welfare.

—SCOTT JASCHINSKI

## Government & Politics

### Bush's School-Choice Proposal Seen as Potential Source of College Funds

July 1, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A23

best system of colleges and universities in the entire world."

President Bush also argued that the vouchers would not constitute aid to religious organizations. "This is aid to families, not aid to institutions," he said.

President Bush told the White House gathering that the legislation would strengthen public education the same way the GI Bill and Pell Grant program had strengthened public universities. He said the share of students attending public colleges had increased since the GI Bill became law in 1944, even though veterans were free to attend private colleges.

Mr. Alexander said the Administration would come back with the legislation next year if President Bush is re-elected. "The Berlin Wall came down after a while, and this will pass just as suddenly."

# Performance In A Class By Itself

If you're looking for a way to make the most of your retirement savings and that of your plan participants, consider performance.

A lot of providers of 403(b)(7) retirement plan services claim it. But few can prove it. Fidelity's assets have grown from \$14.9 billion in 1981 to more than \$155 billion\* today.

To find out more about Fidelity's first class performance and how it can help you, contact our Retirement Services Group at 1-800-343-0860.

**Fidelity Investments®**  
Tax-Exempt Services Company

A division of Fidelity Investments Institutional Services Company, Inc.

\*As of April 30, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectus. Read them carefully before you invest or send money.

## Florida's Prepaid-Tuition Program Stirs Skepticism Amid Success

By GOLDIE BLUMENSTYK  
If numbers alone were a measure, the Florida Prepaid College Program would be an unqualified success.

While similar plans in other states have bogged down in legal and political disputes, Florida's program has grown to be the largest in the nation.

Now in its fifth year, the program has enrolled more than 123,000 participants, is sitting on a \$26-million surplus, and generates about \$3-million in annual revenues for the various businesses that help sell and manage it.

But while the program shows all outward signs of success, some politicians and educators still worry that the state has underestimated the political and financial repercussions from the program.

State auditors have also questioned whether the program is really the best way for families of modest means to save for college.

In many respects, the Florida effort provides the best test yet of an idea that proponents have claimed could revolutionize higher-education finance and that detractors have charged is a ticking time bomb. Not only is the program large, but it is old enough for the state to have made adjustments in response to early criticism.

### Similar to Michigan's Plan

Like the plan initially proposed for Michigan by then-Gov. James J. Blanchard in 1986, the Florida program allows families to prepay future costs of college tuition at prices close to current costs. The State of Florida has guaranteed it will cover the costs of all contracts if investment earnings do not keep pace with tuition costs.

Many states have considered similar programs, but only Alabama, Alaska, Florida, Michigan, Ohio, and Wyoming actually operate them.

For higher-education officials in Florida, the biggest fear about the program is that the state won't have room at its public colleges. As many as 80,000 additional students are expected by 2000.

Employees in the program are not

### Tax on Earnings of Tuition Trust Fund Challenged by Michigan

A federal-court case could determine the fate of the Michigan prepaid-tuition program.

State officials have asked the court to overturn a 1988 ruling by the Internal Revenue Service and declare the program, the Michigan Education Trust, exempt from taxes on its investment earnings.

Lawyers for the program argue that under the Constitution and the federal tax code, MET should be immune from taxation because it is an integral part of state government.

"MET is just one of the many tools employed by the State of Michigan to discharge its fundamental responsibility to encourage the education of its citizenry, albeit the most recent and most innovative tool," their legal briefs contend.

If MET wins, it could get back about \$23-million in taxes that it has paid since 1988, and save millions more in the future.

guaranteed admission or dorm space (Florida also sells prepaid housing contracts). But some state officials fear families buying prepaid tuition contracts today could be disappointed—and bitter—if their children can not get into a Florida college. The state has approved the creation of a tenth university, but not the money for it.

Financial considerations also concern some program skeptics, who note that the higher-than-projected tuition increases of recent years could continue in the future.

The program is based on the assumption that public-university tuition will increase by 7.5 percent annually. Tuition at the state universities increased by an average of 3.6 percent from 1988 to fall 1991, and by averages of 12.6 percent and 12.3 percent in succeeding years.

### Better Investments Cited

Financial planners and at least one state legislator have also criticized the program, saying families saving for college could do better with investments that provide a hedge against costs of college besides tuition and housing.

"There's nothing extraordinary about the return that you're getting," says State Rep. Jack Ascher, the only member of the Florida House of Representatives to vote against the program back in 1988. A financial planner himself, Mr. Ascher says friends and colleagues often ask him about the plan. "I've never hesitated to tell them, 'I wouldn't buy it if I were you,'" he says.

Program officials concede its limitations. "We have never said that this is something that everybody should buy," says William W. Montjoy, executive director of the program. "We just try to make it easy to save for college."

Many states have considered similar programs, but only Alabama, Alaska, Florida, Michigan, Ohio, and Wyoming actually operate them.

For higher-education officials in Florida, the biggest fear about the program is that the state won't have room at its public colleges. As many as 80,000 additional students are expected by 2000.

Employees in the program are not



Stanley G. Tate, head of the Florida Prepaid College Program: "We know that our sales are directly related to advertising."

## Government & Politics

contracts cover only tuition and not additional fees charged by institutions. The fees can be as much as 25 percent of the college charges.

Last year, in response to enrollment rates among minority groups, the program designated about 10 percent of its \$6-million advertising budget for news media and radio stations that cater to minority audiences.

### A Very Costly Program

Of the \$2,998 contracts purchased that identified the beneficiaries' race before the 1988-89 period, 3 percent of the beneficiaries were identified as black and 6 percent as Hispanic.

Altogether 97,239 tuition contracts had been sold. Of the two-thirds of those purchased, indicated their family income per cent said their income was greater than \$50,000, and an additional 19 percent said it was \$40,000.

Stanley G. Tate, the businessman who has chaired the program since its inception, acknowledges the program's price could discourage some families. In 1991, a contract for four years of tuition cost \$4,558 for a newborn child. Even with the kinds of monthly installment options, for a needy family, "this is a very costly program," says Tate.

To help needy families take advantage of the program, the state gave \$1.2-million—eventually matched by private donations—a foundation that is buying new contracts for students from families with incomes that qualify for free school lunches.

The company that manages the program's investments, United States Trust, was paid more than

from minority and low-income households. Most of those who canceled said they could not afford to keep up the monthly installment payments. Those who cancel contracts get their money back, but without interest. The overall cancellation rate is about 10 percent.

The audit also said that participation in the program was "a major risk" for those whose children were years away from deciding where to go to college. Contract purchasers whose beneficiaries do not attend college or who attend outside the state get their money back, but without interest.

In response, the board that oversees the program has asked the Legislature to amend the prepaid-tuition law to allow contract holders to use their tuition benefits outside the state—at a value equal to the average tuition at Florida's public community colleges or universities. The request is pending.

### Learning From Mistakes

The board's readiness to change its operation in the wake of criticism is typical.

Throughout the program's short history, its operators have taken pains to learn from the missteps of other states and to correct failings identified by critics.

For example, the board agreed to change its promotional brochures after state auditors and others complained that the material did not adequately explain that the

\$165,000 in 1990-91, and an additional \$189,000 this year. Its payment is based on the value of the assets, which had a market value of \$271.9-million as of March 31.

### Comfortable Cushion

Actuaries at Ernst & Young have determined that, as of August 1991, the program had a surplus of \$26-million, down \$1-million from a year ago but still a comfortable cushion. Ernst & Young's calculations assumed that \$10-million of that surplus would come from savings in interest the fund would not have to provide on contracts that are canceled or refunded because the beneficiary attended college outside Florida.

The company also tested how unusually high tuition and dormitory-fee increases could affect that surplus. It found that five years of 10-percent tuition increases plus dormitory increases of 6 to 9 percent would drop the surplus to \$6-million; 10-percent tuition increases for 10 years would create a \$7-million deficit.

Robert B. Crompton, senior manager at Ernst & Young, says the tests show the program is sound because successive years of such increases are unlikely. "I would be surprised by any scenario" that reduces the surplus below \$20-million, he adds.

Mr. Montjoy says the surplus is the best evidence of the program's financial strength.

As for its soundness as public policy, Mr. Montjoy and Mr. Tate defend the program unabashedly. Other investments may pay better, but the prepaid program and its attendant publicity ultimately promote savings for college.

That is still far better, says Mr. Montjoy, than "misguided public policies that have increased reliance on debt as a method of financing a college education."

But Mr. Tate, who champions the program constantly, says merit support, even if it requires family sacrifice.

To pound home that message each year the board undertakes intensive marketing drive from October through January. The campaign includes brochures, service announcements, and videotapes that can be checked free from video stores. The ads describe the program and the steps to save for college in general.

### Bombed by a Slogan

The publications feature kiosks praising the program (accompanied by photographs) from prominent Florida politicians, including U.S. Senators and state cabinet members. "I want them supporting my program," says Mr. Tate.

During the four-month period Floridians will be bombarded with the slogan, "Now you can be ready for college when your kids are."

Says Mr. Tate, "We know our sales are directly related to advertising."

In the early years of operation the job of marketing the program was handled by one of Florida's major financial institutions, First National Bank. Since 1991, First National Bank has been the exclusive distribution agent.

During the marketing period bank employees don college shirts to generate excitement. The bank is paid \$32 for each

## Collaborative Role on State Problems Urged for Colleges

### By ROBERT L. JACOBSON

The Western Interstate Commission for Higher Education has called on public colleges and universities to view their role as their primary collaborative activity with other institutions, businesses, and government agencies.

The commission said academic institutions should take the lead in supporting racial and ethnic diversity. It said colleges should be able to show that they are making progress in helping students succeed and in accommodating a new clientele of "life-long learners, place-bound students, part-time students, working adults, re-entry adults, individuals in rural communities, and members of underrepresented racial and ethnic groups."

Through 17 policy recommendations adopted in Bismarck, N.D., at its semi-annual meeting, the commission laid out an ambitious blueprint for each state to devise "a strategic agenda that signals a new statewide perspective for higher education."

### Involvement With Schools

State financing policies should support the goals of such an agenda, the commission said.

In general, leaders of the 16-state organization, known as WICHE, agreed that academic institutions were crucial to economic development. In particular, the group advocated "campus-wide involvement

and integrated curriculum that blends liberal arts with vocational, technical, and professional education." Another proposal would eliminate "barriers to the increased use of technology" in higher education, including "traditional faculty reward and promotion policies and state funding formulas."

### Distinct Missions Sought

A preliminary report that was discussed at the Bismarck meeting referred to criticisms that had been directed at higher education in recent years and concluded that colleges' missions should be more distinct from one another. The report said that most state policies were "guided by attention to individual institutions," rather than to systems of institutions, and that the policies thus reinforced a "press toward institutional sameness."

In addition, the report recommended giving more attention to applied research at a time when basic research tied to specific disciplines is dominant.

## STATES NOTES

### ■ South Carolina changes system for distributing student grants

### ■ Black lawmakers in Pennsylvania criticize the state's colleges

### ■ Hispanic groups offer settlement in Texas discrimination case

The South Carolina Tuition Grants Commission has changed the way it reserves awards for applicants planning to attend the 19 private colleges that take part in its aid program.

Currently, the grants are given on a first-come, first-served basis. Funds usually run out by the March before the start of the academic year for which students are seeking aid.

That is still far better, says Mr. Montjoy, than "misguided public policies that have increased reliance on debt as a method of financing a college education."

The company that manages the program's investments, United States Trust, was paid more than

waters down the amount so much that some students will have to choose a state school." —SALMA ABDEENOUR

■

A report by Pennsylvania's Legislative Black Caucus hammers higher education in the state, saying colleges have "flunked the test" on educating black students.

Currently, the grants are given on a first-come, first-served basis. Funds usually run out by the March before the start of the academic year for which students are seeking aid.

That is still far better, says Mr. Montjoy, than "misguided public policies that have increased reliance on debt as a method of financing a college education."

The company that manages the program's investments, United States Trust, was paid more than

When black students do go on to higher education, the report says, colleges have trouble retaining them. At 10 of 18 state-supported and state-related colleges, the difference between the retention rates of white students and black students is greater than 20 percent.

Mr. Hughes said the high cost of a college education and an inhospitable campus climate were to blame.

■

The plaintiffs in a class-action suit against the state of Texas offered a settlement last week that would roughly double the amount of money spent on higher education in south Texas.

The proposal, which is being considered by legislative leaders, would create dozens of new master's and doctoral programs and expand professional programs at colleges along the border with Mexico. It would cost the state an additional \$200-million a year for the next 10 years, increasing annual state spending on higher education by 10 percent.

State legislative leaders have reacted cautiously to the proposal. However, if the parties do not settle the lawsuit, a court could order a plan that would cost the state more money. A state district judge ruled in January that Texas's higher-education system discriminated against border residents, and he gave the state until May 1993 to correct inequities. The state's appeal is pending.

Byron A. Wiley, director of social equity for the state system, said the decline in black enrollment had taken place because the number of black students graduating from state high schools had decreased.

—KATHERINE S. MANGAN



State Rep. Jack Ascher: "I've never hesitated to tell them, 'I wouldn't buy it if I were you.'"

## Reauthorization of the Higher Education Act

Status of compromise bill: Approved by conference committee

## PELL GRANTS

**Present law:** Neediest students are limited to the maximum grant or 60 per cent of their expenses, whichever is less. Part-time students are eligible for grants, but have been denied funds in appropriations legislation. Maximum authorized grant is \$3,100. 1991-92 maximum award is \$2,400. Total number of recipients: 3.6 million.

**House:** Neediest students would receive \$2,750 for living expenses plus one-quarter of tuition up to \$1,750 in 1993-94. Maximum grant would increase with inflation. Recipients in top tenth of high-school classes or top fifth of college classes would receive \$500 Presidential Scholarships. Part-time students would be eligible. Total recipients in first year: 4.8 million.

**Senate:** Neediest students would receive \$2,300 for living expenses plus one-quarter of tuition up to \$1,300 in 1993-94. Maximum grant would grow each year to reach \$4,800 in 1999-2000. Total recipients in first year: 4.2 million.

**Compromise bill:** Congress would be authorized to provide a maximum grant of \$3,700 in 1993-94, and to raise it each year to reach \$4,500 in 1997-98. Half of the portion of the grant in excess of \$2,400 would be made up of \$3,050 for living expenses and up to \$650 for tuition. Part-time students would be eligible.

## GUARANTEED STUDENT LOANS

**Present law:** Size of Stafford Student Loan is determined by student's need. Maximum loan is \$2,625 a year for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students. Loans are made through banks and subsidized by government. Interest rate is 8 per cent and increases to 10 per cent in fifth year of repayment. Government pays interest while student is in college. Supplemental Loans for Students are available to graduate students and financially independent undergraduates at an interest rate of up to 12 per cent. Government does not pay in-college interest.

**House:** Stafford Student Loan program would be retained for needy students with interest rate of 8 per cent, which would increase to 10 per cent in fifth year of repayment. New "unsubsidized" Stafford loans that do not have in-college interest subsidy would be created for all students. Direct-loan pilot project would be established for limited number of institutions that would replace Stafford, supplemental, and parent loans on participating campuses. Stafford loan limits would be \$2,625 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students.

**Senate:** Size of Stafford Student Loan would be determined by student's need. Loan limits would be \$3,000 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students. Interest rate would be 3.1 per cent above the 91-day Treasury bill rate up to a maximum of 9 per cent, and increase to as much as 11 per cent in fifth year of repayment. Government would pay interest while student is in college. Supplemental Loans for Undergraduate Students would be made available to all students, regardless of income, at an interest rate of up to 11 per cent.

**Compromise bill:** Stafford program would be retained for needy students with an interest rate set at 3.1 points above the rate for three-month Treasury bills. New Stafford loan that does not have in-college interest subsidy would be created for all students, regardless of income. Direct-loan program would be established for 500 institutions, which would replace Stafford, supplemental, and parent loans on participating campuses. Limits on Stafford loans would be \$2,625 for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Supplemental loans would be retained for graduate students and independent undergraduates.

## CAMPUS-BASED PROGRAMS

**Present law:** Federal government pays 85 per cent of Supplemental Educational Opportunity Grants, 70 per cent of College Work-Study, and 90 per cent of Perkins Student Loans. Colleges contribute remainder of the funds. Maximum supplemental grant is \$4,000. Perkins loans are administered by colleges and carry an interest rate of 5 per cent. Students may borrow a total of \$4,500 by end of their second year, \$9,000 over four years, and a total of \$18,000 for undergraduate and graduate education.

**House:** Federal government's share for Supplemental Educational Opportunity Grants and Perkins Student Loans would decline to 75 per cent. Perkins limits would be \$6,000 by the end of a student's second year, \$15,000 by the end of the fourth year, and \$25,000 by the completion of graduate degree. Institutions with default rates below 7.5 per cent on Perkins loans could decrease federal share to 50 per cent and increase loan limits to \$8,000; \$20,000; and \$32,000.

**Senate:** Federal government's share for Supplemental Education Opportunity Grants, College Work-Study, and Perkins loans would be 75 per cent. First-year graduate students would be eligible for supplemental grants. Education Secretary could give 10-per-cent bonus in work-study and Supplemental Education Opportunity Grants to institutions that graduate more than half of their Pell Grant recipients. Loan limits would be \$15,000 by completion of undergraduate degree and \$40,000 by completion of graduate degree.

**Compromise bill:** Federal government's share for Supplemental Education Opportunity Grants and College Work-Study would be 75 per cent. Its share of Perkins Loan program would be 85 per cent in 1993-94 and 75 per cent in following years. Perkins Loan limits would be \$3,000 a year for undergraduates, and \$5,000 for graduate students. Institutions with default rates below 7.5 per cent on Perkins loans could increase loan limits. Education Secretary could give more money to institutions that graduate more than half of their Pell Grant recipients.

## NEEDS ANALYSIS

**Present law:** Federal government contracts with four companies to publish, distribute, and process aid applications. Two of the contractors charge students a fee. Every student must complete an application each year. Simplified form is available for families earning less than \$15,000 a year. Federal aid eligibility formulas include equity in home, farm, or business as assets against which families are expected to borrow to pay for college expenses. Students who are financially dependent on their parents are required to contribute 70 per cent of income for college costs.

**House:** Federal government would provide a single free application. Students would apply each year by updating information from the previous year. Single aid-eligibility formula would exclude from calculations the equity a family owns in its home, farm, or business. Dependent students would be required to contribute half of after-tax income for college costs.

**Senate:** Current application system would be maintained. Simplified form would be made available to families earning up to \$50,000 a year. Education Secretary would be instructed to develop simplified re-application process. Single aid-eligibility formula would exclude home and farm equity for families earning less than \$50,000. Dependent students would be allowed to keep \$3,500 of income and be required to contribute half of remaining amount in first year and three-quarters in other years for college costs.

**Compromise bill:** Separate federal application would be distributed and processed by government contractors at no cost to students. Institutions could require a second application for institutional aid that could require a processing fee. Students would apply each year by updating previous information. Simplified application made available to families earning less than \$50,000. Single aid-eligibility formula would exclude home and farm equity for all families. Dependent students would be required to contribute half of their earnings above \$1,760 for college costs.

## GRADUATE FELLOWSHIPS

**Present law:** Education Department maintains separate fellowships for minority students and for students studying education, humanities, science, or public service. In most cases, maximum annual stipend for a student is \$10,000.

**House:** Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who are interested in becoming professors. Participants would have to teach two years for every year of assistance.

**Senate:** Education Department would maintain current programs and add the "Dennis Chavez Fellowship Program" for minority graduate students who want to be professors. Participants would have to teach two years for every year of assistance.

**Compromise bill:** Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who want to become professors. All fellowships would be comparable in size to those of the National Science Foundation.

## EARLY INTERVENTION

**Present law:** Efforts to educate needy high-school students about higher education are included as part of the TRIO programs. Students receive no extra aid for participating in the programs.

**House:** TRIO programs would be maintained. Liberty Scholarship and Partnership Programs would provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Congressional Honors Awards would increase Pell Grants by 25 per cent for those who participate in early-intervention programs for three years and have a grade-point average of at least 2.5 for final two years in high school. Funds would be authorized for publicizing aid programs.

**Senate:** TRIO programs would be maintained. The State Student Incentive Grant program would be amended to provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive Federal Access Scholarships, equal to 25 per cent of their Pell Grants, not to be less than \$400. Funds would be authorized for publicizing aid programs.

**Compromise bill:** TRIO programs would be maintained. The State Student Incentive Grant program would be amended to help states finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive Federal Access Scholarships, equal to 25 per cent of their Pell Grants, not to be less than \$400. Funds would be authorized for publicizing aid programs.

## TITLE III

**Present law:** Provides funds to help "developing institutions" improve academic programs and support services and build their endowments. The program includes "set-asides" for historically black and two-year colleges. Provides aid to five historically black graduate schools.

**House:** The set-aside for two-year colleges would be eliminated. Eleven more historically black graduate schools would be made eligible.

**Senate:** The set-aside for two-year colleges would be eliminated. Six more historically black graduate schools would be made eligible for assistance. A program would be set up to provide assistance to colleges where Hispanic account for at least one-quarter of undergraduates.

**Compromise bill:** The set-aside for two-year colleges would be eliminated. Eleven more historically black graduate schools would be made eligible. A program would be set up to provide assistance to colleges where Hispanic account for at least one-quarter of undergraduates.

## Business &amp; Philanthropy

## Donations to Charity Rose 6.2% in 1991, Apparently Buoyed by Market's Recovery

Education sees gain of 7%; individuals play major part

By JULIE L. NICKLIN

The stock market's recovery at the end of 1991 appears to have given a boost to charitable giving. Earlier that year, many organizations had seen donations drop.

Despite the recession, individuals, foundations, and corporations donated a total of \$124.8-billion to non-profit groups and charitable causes last year—a 6.2-per-cent increase from \$117.5-billion in 1990. When adjusted for inflation, giving increased 1.4 per cent.

So

the

organization

has

created

the

"Ten

+

Most

Wanted

Program."

which

will

offer

11

one-day

workshops

at

colleges

in

its

eight

regional

districts.

The

workshops

will

cover

such

other

requested

topics

as

"advancement

writing

at

its

best"

and

"marketing

two-year

institutions."

The

new

conferences

are

part

of

a

larger

restructuring

plan

that

CASE

will

announce

at

its

annual

conference

this

month.

The

findings

will

appear

in

the

forthcoming

annual

edition

of

Giving

USA

The

report

which

tracks

giving

to

non-profits

is

compiled

by

the

American

Association

of

Fund-Raising

Counsel

Trust

for

Philanthropy

in

New

York

.

.

.

.

.

.

.

.

.

.

.

.

.

.

.

.

.

.

.

.

## Gifts to Education Rose 7% in 1991, Due to Late Surge

*Continued From Preceding Page*  
ous today as their predecessors were. By contrast, annual gifts from people who donate from their earned income dropped off.

That trend was evident at many colleges and universities where annual-fund drives faltered. Such drives typically ask alumni, parents, and friends to give \$50, \$100, or \$1,000.

### 'Significant Factor'

The donors, say college fund raisers, were worried about the recession and their jobs and didn't know how much money they could afford to give (*The Chronicle*, March 4).

"It was the most significant factor in not meeting our goal," says William M. Hardt, director of annual giving at Princeton University.

Princeton's annual fund fell \$800,000 short of the \$19.5-million it hoped to raise in 1991.

Several college fund raisers agreed that an institution's success in bringing in major gifts depended



H. Gerald Quigg of the U. of Richmond: "We couldn't even get an appointment with a company, much less a donation."

upon whether the campus was engaged in an aggressive fund-raising effort.

The University of Colorado Foundation, for example, says its announcement of a \$200-million capital campaign in October 1990 enabled the campus to garner sev-

eral major donations, including a \$5-million gift from an anonymous donor and \$2-million from an alumnus. To date, the foundation has received \$189-million in gifts and pledges.

"Had we not been in a campaign, we would have just treaded water," says Betsey Jay, the foundation's vice-president of communications. "I'm not sure those gifts would have come through without it."

Donations from foundations to all non-profit organizations increased by 7.3 per cent, to \$7.8-billion. But the growth was slower than that reported the year before. Corporate giving increased only 1.7 per cent, to \$6.1-billion.

### A Shift in Focus

Many colleges have noticed a sluggishness in corporate and foundation donations. Fund raisers say some foundations are choosing to concentrate their giving to education in elementary and secondary schools. Many companies are re-

luctant to give because their profits are weak.

"We couldn't even get an appointment with a company, much less a donation," says H. Gerald Quigg, vice-president for development and university relations at the University of Richmond.

Other institutions say corporate donations are still coming in. Colorado received at least two major donations totaling \$8-million from companies in 1991. "We've been extremely aggressive," says Colorado's Ms. Jay.

### 10% Drop for Human Services

For some non-profits, 1991 was a boom year. International-affairs groups saw the greatest rise in donations, with gifts increasing 16.5 per cent, to \$2.6-billion.

Donations to the arts grew by 11.6 per cent to \$8.8-billion. Gifts to environmental causes rose 10.7 per cent, to \$2.5-billion. Those to religion went up 6.8 per cent, to \$67.6-billion.

The largest decline was felt by human-services groups, which experienced a 10.2-per-cent drop to \$10.6-billion.

Donations to medical clinics and

not be read as a call for trustees to get "involved in the nitty-gritty." But, he said, trustees should be "asking the questions and making sure people are focusing on the things."

### Scandals and Criticism

The letter also takes passage of "research scandals" that have affected the image of higher education. Mr. Weintz said he was aware that trustees at Stanford had been criticized for being inactive to charges that Stanford overbilled the federal government for research costs. He said he and his fellow board members believed they had dealt with that issue properly, but "as it turns out, we didn't do enough."

Another signer of the letter, Robert M. Conway, a trustee at the University of Notre Dame, said the financial issues facing colleges today "require a more active involvement than three or four meetings a year."

Mr. Weintz said the letter should

not be read as a call for trustees to get "involved in the nitty-gritty." But, he said, trustees should be "asking the questions and making sure people are focusing on the things."

Miny of the 1991 figures will be revised, just as those in previous years have been, to include more comprehensive data and to use new calculation methods.

The American Association of Fund-Raising Counsel is made of major consulting companies that help institutions plan and conduct capital campaigns. The Trust for Philanthropy is the association's research arm.

Copies of the 1992 edition of *Giving USA* will be available in August for \$45, prepaid, from the AACF, 25 West 43rd Street, New York 10036.

Students are often pleasantly surprised by her teaching style. "I had no idea she was going to take me up on it," Mr. Tucker said.

Mr. Tucker, who is training to become a music teacher, had composed many songs on his synthesizer, but none with lyrics. For this project, though, he wrote lyrics and composed music about the 1992 Presidential election to emphasize the importance of music as a communicative tool.

He said people gave him strange looks when he began his presentation. But it was a morning class and as people came to life, he said, they warmed up to his performance.

College graduates pounding the pavement for jobs may have better prospects by the end of this year, according to a new survey.

L. Patrick Scheetz, assistant director of placement services at Michigan State University, says employers see a better picture for new graduates beginning in the fourth quarter of 1992.

Michigan State surveys businesses, industries, and government agencies about recruiting trends and publishes the results every December.

This spring, however, Mr. Scheetz decided to publish an update.

"We had some hints the economy might have some effect on the job prospects of college graduates," he says. "There's no change at the present, but there's gold at the end of the rainbow. And for college graduates, that's good news after three years of consecutive decreases in hiring."

Attorneys general are scrambling to keep up with complaints that have been pouring into their offices about scholarship companies. They say the agencies promise to find anxious students and parents thousands of dollars in "unclaimed" scholarship money for fees ranging from \$45 to \$200. Usually, respondents end up with little more than a list of financial-aid programs and scholarships. In some states, officials have already won judgments against the companies.

The U.S. Postal Service and the Wisconsin Attorney General's office, for example, have won judgments against California and Illinois scholarship companies.

Although hiring has been slower than a year ago, Mr. Scheetz says average starting salaries in 1991-92 were 5 to 6 per cent above those in 1990-91.

## Students



RUBEN BENSON FOR THE CHRONICLE

Arthur Jackson, associate dean of student affairs at Eastern Conn. State U.: "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

## States Hope to Curb 'Scholarship-Search' Companies That Prey on Anxious Students and Their Families

By MICHELE N-K COLLISON

"Attention, students and parents! Is lack of money turning you or your child away from college? Don't miss this opportunity to put up to \$2,500 or more in your pocket by filling out a few simple forms!"

Does this ad for a computerized scholarship service sound too good to be true? High-school guidance counselors and law-enforcement agencies in several states say it is.

Attorneys general are scrambling to keep up with complaints that have been pouring into their offices about scholarship companies. They say the agencies promise to find anxious students and parents thousands of dollars in "unclaimed" scholarship money for fees ranging from \$45 to \$200. Usually, respondents end up with little more than a list of financial-aid programs and scholarships. In some states, officials have already won judgments against the companies.

The U.S. Postal Service and the Wisconsin Attorney General's office, for example, have won judgments against California and Illinois scholarship companies.

Although hiring has been slower than a year ago, Mr. Scheetz says average starting salaries in 1991-92 were 5 to 6 per cent above those in 1990-91.



BARBARA MAZE FOR THE CHRONICLE  
Barbara Maze was always on the lookout for scholarships for her daughter. "They are just praying on people who have kids in college and who need money."

Students and parents and to change advertising that investigators said was misleading. Wisconsin recently sued another company.

"People who spent money on these services might as well have thrown it out the window," says A. Dallas Martin, president of the National Association of Student Financial Aid Administrators. "I hate to see people spending money unnecessarily, especially when they are trying to save money."

### No Need to Pay

Reputable scholarship-matching services operate throughout the country. But since the mid-1980's, say college financial-aid administrators, hundreds of entrepreneurs have promised to find scholarship money for students and parents. Some have also promised to customize their scholarship lists to reflect students' interests and majors.

Many high-school and college officials say that students and parents needn't pay private companies for information that is available free from counseling offices in high schools and colleges. Six hundred schools and colleges, for instance, have

*Continued on Following Page*

## COMING AUGUST 5 AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful meeting planners work (and sometimes stumble); on academic travel in Eastern Europe; and on "how conventions help us celebrate the comings and goings in our lives that give special delight, special pain." Don't miss this pull-out special—in *The Chronicle's* August 5 issue.

### Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of *The Chronicle*. Deadline for space reservations and materials: Friday, July 17. Phone our Display Advertising Department today: (202) 466-1080; ask for Gina Hill.

The listing of events in the new columns of this special supplement is free, and information for inclusion in those columns is welcomed for consideration by the editors.

*The Chronicle of Higher Education*  
1255 Twenty-Third Street, N.W., Washington, D.C. 20037

### PRIVATE GIVING TO COLLEGES AND UNIVERSITIES

**KREBGE FOUNDATION**  
P.O. Box 3151  
3215 West Big Beaver Road  
Troy, Mich. 48007-3151

**FEARLILIES** For renovation of facilities for the biology department: \$300,000 to Canisius College.

For renovation of a residence hall: \$300,000 to Maryville College (Tenn.).

**LILLY ENDOWMENT**  
2801 North Meridian Street  
P.O. Box 880695  
Indianapolis 46208

**HIGHER EDUCATION** For a study of the changing characteristics of today's undergraduates and the implications of those changes for higher education: \$126,178 over two years to Harvard U.

For research on faculty members' and administrators' perceptions of the balance between teaching and research: \$362,103 over three years to Syracuse U.

**LEADERSHIP** For leadership programs in Marion County, Ind.: \$161,135 to Butler U.

**PHILANTHROPY** For research on philanthropy: \$250,511 over three years to Teachers College of Columbia U.

**RELIGION** For dissemination of the findings of a Lilly-supported study of religious orders in the United States: \$451,261 over three years to DePaul U.

**GRANTS & REQUESTS**

**Albertson College** For facilities: \$6-million from Gladys Langroise.

For a national study of Catholic religious-education programs for young people and adults: \$491,844 over two years to Educational Testing Service.

For study of religious thought in American culture: \$266,083 to Princeton U.

For research on American religious history and theology: \$248,450 over three years to Yale U.

**THEOLOGICAL EDUCATION** For research on the issues, themes, and models in theological education: \$101,750 over two years to Columbia Theological Seminary (Ga.).

To share information about the teaching and practice of spiritual formation of seminary students: \$133,910 to North Park College and Theological Seminary.

For research on faculty members' and administrators' perceptions of the balance between teaching and research: \$362,103 over three years to Syracuse U.

**LEADERSHIP** For leadership programs in Marion County, Ind.: \$161,135 to Butler U.

**PHILANTHROPY** For research on philanthropy: \$250,511 over three years to Teachers College of Columbia U.

**RELIGION** For dissemination of the findings of a Lilly-supported study of religious orders in the United States: \$451,261 over three years to DePaul U.

**GRANTS & REQUESTS**

**Albertson College** For facilities: \$6-million from Gladys Langroise.

**AUBURN UNIVERSITY** For the college of engineering: software valued at \$47.5-million from Mentor Graphics Corporation.

**BATES COLLEGE** For scholarships: \$2.7-million from the estates of Wallace W. and Lillian Fairbanks and \$1-million each year from two anonymous donors.

For support of programs: \$1-million from Jean and James L. Moody, Jr.

**COLBY COLLEGE** To endow the directorship of the art museum: \$1-million from an anonymous donor.

**GEORGETOWN UNIVERSITY** For support of programs: \$1.5-million from the estate of Frederick J. Haas.

**HARVARD UNIVERSITY** For a professorship in environmental management: \$2.5-million from Mrs. John Heinz.

**MARSHALL UNIVERSITY** For a new building on the campus: \$500,000 from Wilber Myers.

**NEW YORK UNIVERSITY** For the Management Education Center in the school of business: \$1-million from Henry Kaufman.

**OCIDENTAL COLLEGE** For a student center: \$3-million from J. Stanley and Mary W. Johnson.

**ROSEY COLLEGE** For the Sports Forum: \$1-million from John P. Iginli.

**UNION COLLEGE (N.Y.)** For a new theater building: \$3-million from Morton H. and Helen Yulman.

**YALE UNIVERSITY** For support of programs: \$51-million from the Class of 1942.

**SEARCHING FOR FINANCIAL AID****Company Offers Big Data Base of Information on Available Scholarships, but No Guarantees**

Herm L. Davis, president of National College Services: "Counselors are so busy dealing with social problems like drug abuse and teen-age pregnancy that college counseling is sometimes a luxury."

While some students and parents have been paying up to \$200 for scholarship listings from private companies, thousands more students have been getting scholarship information from their colleges and high schools through a data base called CASHE—College Aid Sources for Higher Education.

For 10 years Herm L. Davis, president of National College Services in Gaithersburg, Md., has been contracting with colleges and high schools to provide the service.

Colleges pay \$2,200 to \$5,000 a year for CASHE. Public-school districts typically pay a lower group rate of \$300 to \$600 for each school that gets the service. In turn, the institutions offer the service to students free, or charge them a modest fee that covers the cost of computer time to gain access to data base. The data base contains a list of 150,000 fellowships, grants, loans, scholarships, and work-study programs.

Mr. Davis says his service "gives kids resources that they might not know about."

**Based on Interests**

CASHE, he says, gives students information on scholarships based on their interests. After the students provide information about their grade-point averages, class rankings, career interests, and hobbies, the computer produces lists of scholarships and federal and state financial-aid programs.

For example, CASHE lists the

50 scholarships awarded by the National Association of Secondary School Principals and the Coca-Cola Scholars Foundation. Students who know can win \$100 to \$1,000 from the National Make It Yourself With Wool Contest.

Mr. Davis says data bases like CASHE are needed because many students don't attend high schools where they get adequate financial-aid counseling. "Counselors are so busy dealing with social problems like drug abuse and teen-age pregnancy that college counseling is sometimes a luxury," he says.

**A Source of Advice**

Mr. Davis was director of financial aid at Montgomery College for 15 years. As a community service, he would give free talks about financial aid to families. He soon became known locally as a good source of advice on financial aid and parents began paying him for guidance in 1978. Mr. Davis left the college in 1984 to go into business full time.

Many of his clients are middle-class parents whose children are not eligible for federal or need-based aid. To help his clients get some assistance, Mr. Davis started keeping a card file of scholarship programs. That proved unwieldy, so he transferred the information to a computer.

Colleges and universities began using Mr. Davis's services in 1982 because they were concerned about the number of

MICHELE N-K COLLISON

companies that were guaranteeing their students thousands of dollars in scholarships. "It's unethical to be charging that much for a scholarship listing," says John Kundel, director of student financial aid at Western Michigan University.

**Saving 'A Lot of Leg Work'**

About 2,500 students at Western Michigan have used the service every year since it was made available in 1988. Students use it because it saves time, Mr. Kundel says. "Many people don't want to take the time to go to the library," he says. "This saves a lot of leg work."

Mr. Kundel says some Western Michigan students have won scholarships by using the service.

Mr. Davis says his company offers scholarship information and financial-planning services to students through a network of affiliates with access to the company's computer data base.

**Several Investigations**

Mr. Maroz's company is one of several being investigated by attorneys general for allegedly misrepresenting the services they offer.

The Wisconsin Attorney General sued Money for College in May, accusing it of falsely telling students that it had information about scholarships that only it could provide. Money for College also sells franchises, and the Attorney General's office says that the service misrepresented the profits that licensees could make by selling its computerized scholarship-listing services.

Financial-aid officials say many

In March, nine students com-

**State Authorities Move to Clamp Down on 'Scholarship-Search' Companies**

*Continued From Preceding Page*

Contracted with the National College Services to provide a scholarship data base that students can use for a small fee or at no charge.

But operators of many other scholarship-listing services have decided to make their fortunes by dealing directly with students and their parents. In some cases, college and high-school guidance counselors say students have received computer lists that best give them the same information they could have obtained by making a trip to the local library or high school. Better Business Bureaus and attorneys general across the nation say they have received complaints from families who have been given no listing at all.

**Ads and Direct Mail**

The scholarship companies focus on students and parents by placing ads in campus and community newspapers. Some services buy student directories and other listings to make direct-mail solicitations. More recently, telemarketing businesses have jumped on the bandwagon, guaranteeing students up to \$5,000 in scholarships if they call a 900 number or charge the fees for the listings on a credit card.

Financial-aid administrators say it is troubling that some of the scholarship services zero in on low-income students. "Many affluent families have \$75 to throw away like a shot in the dark," says John G. Bunnister, director of financial aid at the University of South Carolina. "But I get upset when poor kids waste \$45 to \$75. Too many of these bogus companies are preying on kids from low-income families who would have gotten Pell Grants and other federal assistance anyway."

Owners of the companies say they are providing a needed service because guidance counselors are too busy to provide information about financial aid to every student who needs it. "There is a desperate need for money and thousands of students are using scholarship-search services because they can't get the help from the guidance counselors," says Howard Maroz, president of Money for College Inc., of Northridge, Calif.

Mr. Maroz says his company offers scholarship information and financial-planning services to students through a network of affiliates with access to the company's computer data base.

In addition, he says, his service does financial-aid planning for students.

**Seeking More Control**

The main objective of Mr. Kelly's committee was to find ways to give presidents more control over the NCAA's legislative process and private scholarship money is actively available.

The College Board, in its report "Trends in Student Aid 1981 to 1991," estimates that \$4.9-billion in scholarships and grants were available in 1990-91 from institutions and private scholarship programs. The report said the board could not determine how much of that total was from private sources.

Financial-aid officials say many

In March, nine students com-

plainted to the Georgia Office of Consumer Affairs that the American Scholarship Service had them it would guarantee \$4,000 scholarships if the students would charge \$99 to their credit card. For the fee, students said they received a "worthless" book listing Pell Grants, federal programs, and a few scholarships for which they were ineligible. The company went out of business before the state could take any action.

The U.S. Postal Service filed a cease-and-desist order in April against Educational Services America, forbidding it to tell franchisees that they could make thousands of dollars from marketing financial-aid services. The company must also tell licensees that it is far more than the initial \$400 investment to market the service.

The Postal Service filed a similar order against the College Financial Planning Service, forbidding

"There is nothing like looking at the face of a disappointed child that you can't provide for. You have to tell that child, not only can't you go to the private university, you can't even go to the state university," Ms. Maze says.

Barbara Muze, a single mother from a suburb of St. Louis, says she was always on the lookout for scholarships for her daughter, Tracy, a freshman at the University of Missouri at St. Louis. Ms. Muze, an account executive for CII Health

Technologies, says that neither Tracy nor her sister, who graduated in May, were eligible for financial aid because she earns too much money.

Ms. Maze says that in March she paid \$200 to Scholarships for You, a Missouri-based company. A salesperson told her he could guarantee her daughter a scholarship of \$1,700. Ms. Maze says the representative told her that many large corporations gave scholarship money to students to receive tax breaks and that ordinary citizens had no way of knowing about the aid.

"He made it sound like I was pretty stupid if I didn't give him \$200 to get \$1,700," she says.

Ms. Maze says she received a list of 10 sources, instead of the 20 to 30 she had been promised. Two of the sources offered loans, the deadline for six of the scholarships had passed, and her daughter was ineligible for the other two awards.

"They are just preying on people who have kids in college and who need money," Ms. Muze says. "I thought \$200 was a little steep, but

that \$1,700 would have paid for a semester at Tracy's university. It was a hoax, and now they've made a mint and are gone."

The Missouri Attorney General's Office has received five complaints about Scholarships for You and is investigating the allegations, says John Baker, a spokesman.

Company officials did not respond to repeated attempts to get their comments.

**'Guarantees' Are a Rip-Off**

Financial-aid officials say students and parents should be wary of services that guarantee scholarship money. "No scholarship agency can guarantee you a scholarship," says Mr. Jackson of Eastern Connecticut State. "If it's a guarantee, it's a sure bet it's a rip-off."

In 1990, for instance, Wisconsin won a \$20,000 judgment against another scholarship agency, Higher Educational Resources Inc. Company officials had promised students \$300 in scholarships or a refund of their \$57.50 processing fee. The catch was that students had to

be rejected from every source on their lists, which included 15 to 35 sources. Ms. Magee-Helprin of the Attorney General's office obtained refunds for 300 students.

Officials at the University of Wisconsin at Madison decided to test the effectiveness of the companies last year.

John Selbo, a financial-aid counselor at the university, says the university sent 10 work-study students to agencies and paid their processing fees. "They got back 360 sources," he says. "Nobody got a scholarship."

Because of that experiment, Mr. Selbo asked student newspaper editors to stop running ads from the services, and they complied. He also persuaded local radio stations and newspapers to issue warnings about the scholarship companies as a public service.

Mr. Selbo says the companies told students about federal programs for which they were already eligible and about scholarships for which deadlines had passed. "It didn't generate any money into the pockets of kids," he says.

**Students**

cause they are so restrictive. Arlene Jackson, associate dean of student affairs at Eastern Connecticut State University, says: "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

At the behest of some donors, universities might require that students live in a certain country or attend a specific high school to qualify for awards. University officials sometimes try to contact scholarship donors or their heirs to eliminate some of the restrictions.

**Looking for Experts**

State prosecutors say that the search services have managed to dupe so many people because financial aid has become so complicated. "We have a tendency to look for counselors and experts, and these people are holding themselves as experts in the area where people need assistance," says Pamela Magee-Helprin, an assistant attorney general in Wisconsin.

Furthermore, high-school counselors say the recession and escalating college costs have fueled the rise of the companies because more people are seeking financial assistance. Counselors add that their financial-aid offices are swamped this year with students who need more aid because their parents have lost their jobs.

**Trying Anything**

Vulnerability Ruins Bell, associate director of admissions at Oberlin College, says parents will try virtually anything to get money to pay for their children's college education.

**Guarantees' Are a Rip-Off**

Financial-aid officials say students and parents should be wary of services that guarantee scholarship money. "No scholarship agency can guarantee you a scholarship," says Mr. Jackson of Eastern Connecticut State. "If it's a guarantee, it's a sure bet it's a rip-off."

Because of that experiment, Mr. Selbo asked student newspaper editors to stop running ads from the services, and they complied. He also persuaded local radio stations and newspapers to issue warnings about the scholarship companies as a public service.

Mr. Selbo says the companies told students about federal programs for which they were already eligible and about scholarships for which deadlines had passed. "It didn't generate any money into the pockets of kids," he says.

**Athletics****Commission Calls for Increased Authority of College Presidents in Athletics Association**

By DOUGLAS LEDERMAN

College presidents will have more authority over the budget and direction of the National Collegiate Athletic Association if a proposal made last week by the NCAA president's commission wins approval at the association's annual convention next January.

At its meeting last week—its last before the August 15 deadline for proposing legislation to the convention—the commission also agreed to sponsor a measure to create a peer-review system for sports programs.

The presidents' commission endorsed three other proposals from the Kelly and Crowley panels:

■ The association should set aside a "presidential agenda day" at each year's NCAA convention.

■ Any rules adopted on that day of the convention should be protected from revision for three years (with a few caveats).

■ All legislation from colleges should be reviewed by an appropriate NCAA committee before being placed on the meeting's agenda.

Mr. Kelly's committee also said it would create a panel of sports officials to give the presidents' panel access to more advice from the NCAA's other constituents.

The recommendations "show that the role and responsibility of the presidents' commission to give guidance on major strategic and policy directions is broadly accepted by the membership," said Gregory M. O'Brien, chancellor of the University of New Orleans and chairman of the presidents' commission.

"These proposals provide a vehicle for presidents to do that on an ongoing basis, but not to get caught in the myriad of specifics that they should not—need not—get involved in."

**A Driving Force**

Some college officials had hoped that the presidents' commission would go further in making itself the driving force in the NCAA, rather than an advisory body. Some

and the NCAA's administrative committee, which includes the association's top elected officers. The board would discuss and make recommendations on such matters as the association's budget, its legislative process, and the performance of its executive director—subjects that traditionally have fallen outside the formal purview of the presidents.

The presidents' commission endorsed three other proposals from the Kelly and Crowley panels:

■ The association should set aside a "presidential agenda day" at each year's NCAA convention.

■ Any rules adopted on that day of the convention should be protected from revision for three years (with a few caveats).

■ All legislation from colleges should be reviewed by an appropriate NCAA committee before being placed on the meeting's agenda.

Mr. Kelly's committee also said it would create a panel of sports officials to give the presidents' panel access to more advice from the NCAA's other constituents.

The recommendations "show that the role and responsibility of the presidents' commission to give guidance on major strategic and policy directions is broadly accepted by the membership," said Gregory M. O'Brien, chancellor of the University of New Orleans and chairman of the presidents' commission.

"These proposals provide a vehicle for presidents to do that on an ongoing basis, but not to get caught in the myriad of specifics that they should not—need not—get involved in."

**A Driving Force**

Some college officials had hoped that the presidents' commission would go further in making itself the driving force in the NCAA, rather than an advisory body. Some

"This may not go far enough," Mr. Atwell said. "But anything that strengthens the hand of presidents within the NCAA is exactly what ought to be done."

**On to Certification**

Certification was the other major item on the presidents' agenda. They concurred with a decision by the NCAA's certification subcommittee—which is also chaired by Mr. Crowley of Nevada-Reno—to sharpen and narrow the focus of the association's pilot program.

The commission endorsed, in principle, the notion of a certification program that would center on four subjects: governance, which would include institutional control and rules compliance; academic integrity; financial integrity; and equity, which would incorporate equity between the sexes, minority hiring, and the treatment of athletes. By endorsing such a pro-

gram, the commission is in accord with the Knight Foundation Commission on Intercollegiate Athletics, which had lobbied for the narrower program.

Many details of the certification program have yet to be determined. The NCAA's certification committee plans to do so in time to meet the deadline for submitting legislation to the convention.

In other action, the presidents' panel said it would appoint a committee to review financial conditions in the NCAA, which will be addressed at the 1994 convention. The committee will be chaired by James R. Delany, commissioner of the Big Ten Conference.

The commission also supported most of the changes proposed by a committee studying the NCAA's enforcement program, but declined to act on proposals to open hearings to the public and use outside fact finders to settle disputes.

**Pacific-10 Puts Wash. State Program on 2-Year Probation**

By DEBRA E. BLUM

The Pacific-10 Conference has placed Washington State University's sports program on probation for two years because the institution violated the scholarship rules of the National Collegiate Athletic Association.

The league also prohibited Washington State's men's track and baseball teams from participating in postseason competition next year, and stripped the institution of the men's track-and-field conference championships won by Cougar teams in 1985 and 1991.

According to NCAA rules, baseball teams at Division I colleges are allowed to award the

equivalent of 13 scholarships; men's track may award 14.

Over the last eight years, the men's track team awarded, on average, 2.4 more full-scholarship equivalents than are allowed: the baseball team awarded an average of 1.3 more than allowed during six of those years.

## Now's the time to have your own subscription to the Chronicle



### Treat yourself to your own subscription.

Mail this coupon today and start your subscription to  
The Chronicle of Higher Education.

Bill me \$87.50 for 49 issues (1 year).  
 Bill me \$37.75 for 24 issues (1/2 year).  
 I prefer to be billed in three monthly installments.  
 Please charge my  Visa  MasterCard  American Express  
 Account # \_\_\_\_\_ Exp. date \_\_\_\_\_ Signature \_\_\_\_\_

Name \_\_\_\_\_  
 Title/Department \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Unless the U.S.A.—Add \$10 to the annual subscription rate.

D2092

## International

### Monterey Institute Makes Language Fluency a Key Part of Its International Curriculum

Many required courses given in foreign tongues

By PETER MONAGHAN  
MONTEREY, CAL.

If finding a course on business practices in China in the catalogue of an American university seems a challenge, try finding one that is taught in Mandarin Chinese. Or a course on the government and politics of the Near East, taught in Arabic. Perhaps one on politics and literature of Francophone Africa, offered in French.

Government figures show overall unemployment in Britain is about 8 per cent—a proportion that is expected to rise to about 10 per cent in the next few months. Norman Lamont, Chancellor of the Exchequer, recently said that Britain might now be where France was at the start of the 1980's, when unemployment hit a high of about 10 per cent—where it has remained.

"The percentage of graduate unemployment will be substantially higher than in 1990 and could reach double figures," said Tom Frank, chairman of the Association of Graduate Careers Advisory Services. Graduate unemployment is a measure of those who are registered as unemployed one year after receiving their degree.

The regular early-summer sweep of campuses by major companies has been scaled back significantly. "Two years ago we were telling companies that we might be able to fit them in," said Chris Phillips, deputy director of Manchester University's careers service. "Now we are begging recruiters to come."

Job prospects are also dim for graduates in Australia.

This year, companies expect to hire only about half the number of graduates they took on two years ago, according to a report by a national employers' association.

The report said a survey of the recruiting plans of 200 companies across the country had found that employment opportunities for college graduates had fallen markedly over the past two years. The average company reported that it expected to recruit only 10 graduates this year, compared with 16 in 1991 and 19 the year before that.

The survey, which was conducted for the Australian Association of Graduate Employers, found evidence of the decline in recruiting in all industries and organizations. The sharpest drops were in the public sector and large companies.

The president of the association, Andrew Miller, said that even when the Australian economy recovered from the recession, it was unlikely that the labor market would be able to absorb the entire supply of new graduates, as had been the case in recent years. Job prospects for graduates will improve, he said, but 1990's for some time.

The findings appear in a report on a study of South African higher education that was commissioned by the National Education Policy Investigation, a project designed to develop policy options for a

Just to get into a graduate program at the Monterey Institute, students must be fluent in at least one foreign language. Many speak three or four. Almost all have lived outside their own country—many of the Americans through junior year-abroad programs or the Peace Corps. Foreign students, from 40 countries, make up about a third of the enrollment of 600.

"We're the most international of the international programs," says Mr. Gard, a retired general in the U.S. Army who, before coming to Monterey, directed the Bologna, Italy, campus of the Johns Hopkins University School of Advanced International Studies.

#### Business and Policy Studies

In contrast to traditional language instruction, which stresses literature and culture, the courses here support international business and policy studies. That emphasis is most obvious in the crash courses—ranging in duration from a few days to several months—that the institute offers to businessmen, journalists, and others going abroad to work.

Candidates for the master's degree in international management must complete a plan for an international business. The students work in small groups that typically have an international composition. One such group last semester, for example, included students from Germany, Japan, the Netherlands, and the United States, who between them spoke Chinese, Dutch, English, French, German, Japanese, and Spanish.



ROBERT G. GARD, JR., MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

In language training here, students are required to take many courses in languages other than their own. They can choose from offerings in Arabic, Chinese, English, French, German, Italian, Japanese, Russian, and Spanish.

#### Fluency Required for Admission

"The idea that you can teach in a language other than English and still have it be serious" is still foreign to American graduate education, says Jon Strolle, dean of language studies here.

Although the language emphasis is a feature that many students say attracted them

Continued on Following Page

### Continuing Gap in Black Enrollments Found in South Africa

By LINDA VERGNANI  
CAPE TOWN

South African universities have for several years determined their own admissions policies, and even the most conservative of the institutions now admit students of all races. But serious racial inequalities still exist in the country's higher-education system, with far fewer blacks entering universities than whites, a study has found.

Although whites account for only 13 per cent of South Africa's population, 51 per cent of the approximately 308,000 students enrolled in 1991 at the country's 17 universities were white, 36 per cent black African, and 13 per cent mixed-race, Asian, or Indian. Of the black Africans who did enter higher education, only 5 per cent enrolled in one of the 10 predominantly white residential universities.

The findings appear in a report on a study of South African higher education that was commissioned by the National Education Policy Investigation, a project designed to develop policy options for a

broadening access to higher education—that will have to be dealt with by those responsible for developing new policies.

In the report, Mr. Bunting writes that the major cause of the inequalities in access "can be found in the socio-political circumstances of South Africa and, in particular, the unfavorable schooling offered to blacks." Other factors include economic inequalities and the language and admissions policies and requirements of the universities.

Copies of the report have been sent for comment to university officials and education experts in South Africa as well as abroad. They will have an opportunity to discuss the findings at a major international conference on transforming South Africa's universities to be held this week in Durban. Participants in the conference, which is being sponsored by the Union of Democratic University Staff Associations (UDUSA), will include representatives of the World Bank, the U.S. Agency for International Development, and the South African government.

Continued on Following Page

"Clearly the state has to intervene, but the kind of framework on how to address these inequalities will have to come from the university sector itself."



## Gazette

## APPOINTMENTS, RESIGNATIONS, &amp; DEATHS

LAST YEAR, Paula Wolff withdrew as a candidate for the chancellorship of the University of Illinois at Chicago after controversy arose over politicians' lobbying in her behalf. No such controversy greeted her recent appointment as president of Governors State University. Ms. Wolff, who served for 14 years as director of policy and planning for former Gov. James R. Thompson and as director of the transition team for his successor, Gov. Jim Edgar, is a former professor of public service at Governors State.

Citing "difficult personal circumstances," Linda Darling-Hammond, professor of education at Teachers College of Columbia University, wrote Harvard University's president, Neil L. Rudenstine, that she would be unable to assume the deanship of Harvard's Graduate School of Education. Ms. Darling-Hammond had been named to the post in April (Name Dropping, April 22).

Unfortunately for the editors of the graduate school's alumni magazine, they had already mailed the edition carrying a lengthy interview with Ms. Darling-Hammond.

Mr. Rudenstine said a new search process would begin immediately. Catherine Snow is serving as acting dean.

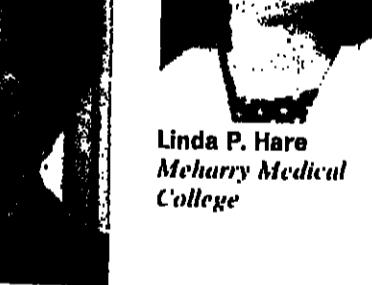
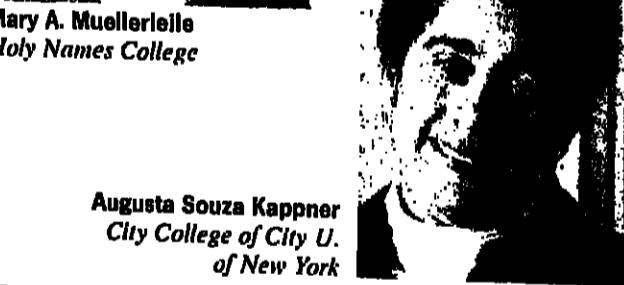
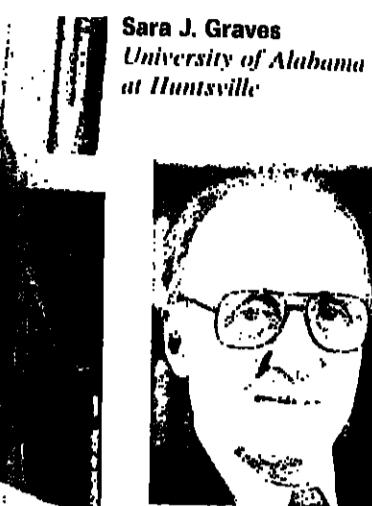
Orange blossoms in the administrative offices: When Julia M. McNamara, president of Albertus Magnus College since 1982, married Richard J. Lolatto, the dean of admissions, last month, they became the third married couple among the college's administrators. Robert J. Buccino, vice-president for advancement, is married to Gall Turk Buccino, the college registrar; and Kathleen W. Wielk, director of alumni affairs, is married to Lawrence J. Wielk, vice-president for student services.

Daniel E. Atkins, III, who was recently named dean of the School of Information and Library Studies at the University of Michigan, holds no degree in library science. Already a professor of electrical engineering and computer science at the university, Mr. Atkins has also been named professor of information and library studies. He holds a bachelor's degree in electrical engineering from Bucknell University and a master's in electrical engineering and a Ph.D. in computer science from the University of Illinois at Urbana-Champaign.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching since 1979 and one of the busiest men in American education, has taken on another role: He has been appointed chairman of the Lincoln Center Institute for the Arts in Education. Mr. Boyer, a former U.S. Commissioner of Education, will oversee Lincoln's center's program for bringing arts-education programs to some 100,000 elementary- and secondary-school students annually.

Francis Keppl, the institute's founding chairman, had also been U.S. Commissioner of Education. Mr. Boyer succeeds Edward J. Mortola, former president of Pace University, in the post.

After 22 years at the Henry Luce Foundation, Robert E. Armstrong is retiring as its president in September. In retirement, he will pursue a longtime interest by enrolling at the College of the Desert as a full-time student in dry-climate ornamental horticulture.



**New college and university chief executives:** Brooklyn College of City University of New York, Vernon E. Lattin; Columbia College (Cal.), Kenneth B. White; Fuller Theological Seminary, Richard J. Mou; Governors State University, Paula Wolff; Hebrew College, David M. Gordis; Holy Names College, Mary Alice Muellerleile; Lake Superior State University, Robert D. Arbuckle; MacCormac Junior College, John H. Allen; Stephen F. Austin State U., Dan Angel.

**Other new chief executive:** European Southern Observatory, Riccardo Giacconi.

## Appointments, Resignations

Uma B. Alobi, coordinator of the graduate reading program and associate professor of education at Albany State College, to professor and chair of elementary and early-childhood education at Kennesaw State College.

Douglas D. Alder, president of Dixie College, has announced his resignation, effective in June 1993.

John H. Allen, vice-president of MacCormac Junior College, to president.

Dan Angel, president of Austin Community College, to president of Stephen F. Austin State U., effective in August.

Robert D. Arbuckle, executive officer of the New Kensington campus of Pennsylvania State U., to president of Lake Superior State U.

Daniel E. Atkins, III, professor of electrical engineering and computer science at U. of Michigan, to dean of the school of information and library studies.

Patricia Ordonez Bjorhovde, director of annual support at Pittsburgh Symphony Society, to assistant dean for external relations and assistant director of development for fine arts at U. of Arizona.

Judy Does Boyd, consultant in New Jersey, to assistant vice-president for university advancement at New Jersey Institute of Technology.

William B. Bradshaw, president of Lee College, has resigned.

R. Wayne Branch, director of counsel-

ing and career services at Dutchess Community College, to dean of student development at Northern Virginia Community College at Annandale.

Carl R. Brown, controller at McHenry U., to vice-president for student relations.

Joyce F. Brown, vice-chancellor for student affairs at City U. of New York, to vice-chancellor for student affairs and special programs.

Roscoe C. Brown, Jr., president of Bronx Community College, has retired.

Ten D. Bul, professor of computer science at Concordia U. (Quebec), to associate vice-rector for academic research.

Wes Cable, director of residence life at Spring Hill College, to dean of students.

William H. Campbell, dean of the school of pharmacy at Auburn U., to vice-chancellor for student affairs and finance.

of the school of pharmacy at U. of North Carolina at Chapel Hill.

Walter Chaitin, associate dean of instruction and dean of natural sciences and mathematics at Bergen Community College, has retired.

Rebecca H. Clifford, executive assistant to the associate vice-chancellor for admissions and enrollment at U. of California at Berkeley, to director of institutional planning and analysis and executive assistant to the president at Bentley College.

Leigh A. Crane, associate dean of students at McMurry U., to dean of campus life.

Charles M. Durstensen, dean of the college of applied sciences and technology at Morehead State U. (Ky.), to interim president of Lees College.

Michael J. Dusbabek, professor of history at Concordia U. (Quebec), to director of the center for continuing education.

Cathy Dougherty, vice-provost for enrollment and student services at Chapman U., to vice-president.

William J. Duffy, controller at Santa Clara U., to assistant vice-president for financial affairs at Southeast Missouri State U.

Robert J. Dunford, professor and chair of maternal-child nursing at Rush U., to dean of the college of nursing at Arizona State U., effective January 1.

Robert L. Edwards, dean of the school of applied social sciences at Case Western Reserve U., to dean of the school of social work at U. of North Carolina at Chapel Hill.

John Ehrlebach, dean of arts, letters, and sciences at U. of Wisconsin at La Crosse, to provost and vice-chancellor for academic affairs.

Donald L. Filiaggi, professor and head of the department of labor studies and industrial relations at Pennsylvania State U., to associate dean for administration, planning, and personnel in the college of the liberal arts.

Donald Flanders, vice-president for human resources at Cushman & Wakefield Inc. (New York), to associate vice-president for human resources and labor relations at Adelphi U.

Richard M. Freeland, dean of the College of Arts and Sciences at U. of Massachusetts at Boston, to vice-chancellor for academic affairs at City U. of New York.

Beth R. Gied, assistant director of residence life at Whittier U., to associate dean of students at Mount Union College.

William F. Gompache, vice-president for business and finance at North Georgia College, to acting president.

Douglas Hollander, dean of liberal arts at Peacock Junior College, to vice-president and dean of academic affairs at Anne Arundel Community College.

David M. Gordis, vice-president and associate professor of Talmud at U. of Judaism (Cal.), to president of Hebrew College (Mass.).

Arnold Gordon-Reed, chief legal officer at New York City Board of Corrections, to professor of law at New York Law School.

Charles Gordon, interim vice-president for educational services at Brookdale Community College, to vice-president.

Stan J. Grossman, professor of computer science at U. of Alabama at Huntsville, to vice-president for university advancement.

John Gruber, director of development at Words of Hope (Grand Rapids, Mich.), to vice-president for development at Northwestern College (Iowa).

Linda P. Hare, executive assistant to the president at McHenry Medical College, to vice-president for institutional advancement.

Ed Hirsch, professor of higher education at Pepperdine U., has retired.

Robert H. Hirstein, president of City U. of New York, has resigned.

Jacqueline L. Hause, director of campus life at Westminster College (Utah), to director of student activities at U. of DuBois.

Jon Holenbeck, director of development for the college of letters and sciences at U. of Wisconsin Foundation in Madison, to special assistant to the chancellor for development and alumni relations at U. of Wisconsin at Milwaukee.

John O. Hunter, president of State U. of New York College of Technology at Alfred, has announced his resignation, effective in June 1993.

Ten D. Bul, professor of computer science at Concordia U. (Quebec), to associate vice-rector for academic research.

Wes Cable, director of residence life at Spring Hill College, to dean of students.

William H. Campbell, dean of the school of pharmacy at Auburn U., to vice-chancellor for student affairs and finance.

Theodore J. Kallikow, dean of the college at Plymouth State College, to interim president.

Augusta Souza Kappner, president of Borough of Manhattan Community College, to acting president of City College of City U. of New York.

Jennie Keith, professor and chair of anthropology and sociology at Swarthmore College, to provost.

Brigida Knauer, dean of students at Occidental College, has retired.

Kathy Kuz, executive director of planning, systems, and resource management at U. of Rochester, to associate vice-president for enrollments, placement, and alumni affairs.

Mark L. Ladd, president of Monmouth College (N.J.), has announced his retirement, effective in July 1993.

Alexandra Marwell, former editor at Bureau of National Affairs (Washington), to professor of law at New York Law School.

Vernon E. Lattin, vice-president and provost of Arizona State U., to president of Brooklyn College of City U. of New York.

Jean Legge, dean of the college of sciences and mathematics at Auburn U., to provost of Memphis State U.

Mike Lopez, vice-president for student affairs at Washburn U., to vice-chancellor for student affairs at Minnesota State U. System, effective August 1.

Barbara P. Lorty, dean of the Sheboygan County campus of U. of Wisconsin Center System, to coordinator of human services programs at Thomas Edison State College.

Theological Seminary, to president, effective July 1, 1993.

Mary Alice Muellerleile, former vice-president for academic affairs at Clarke College (Iowa), to president of Holy Names College.

Michael T. Nettles, vice-president for assessment at U. of Tennessee at Knoxville, to professor of public policy and of education at U. of Michigan.

Njeri Nuru, dean of the school of communication at Gallaudet U., to vice-president for minority affairs and human resources.

Samuel H. Magill, president of Monmouth College (N.J.), has announced his retirement, effective in July 1993.

Dorothy K. Payne, professor of music theory and composition at U. of Connecticut, to director of the school of music at U. of Arizona.

Kenneth W. Pool, director of graduate studies in education at Barry College, to director of graduate studies in education at Kennesaw State College.

Fred W. Prinzing, professor of preaching and pastoral ministries at Bethel Theological Seminary (Minn.), to acting dean.

T. L. Puse, interim president of Ever-

green State College, to executive vice-president.

Peter J. Quisenberry, chief of the division of hematology-oncology and professor of medicine at U. of Virginia, to director of the cancer center and professor of medicine at U. of Massachusetts Medical Center at Worcester.

May B. Reutener, associate director of college relations at Smith College, to director.

Christopher J. Ritz, professor of business administration at U. of Pennsylvania, to director of executive programs and professor of business administration at Queens College (N.C.).

Tom Soehnemann, associate director of student housing and residence programs at Oregon State U., to director.

Edward L. Schoenberg, dean of admissions at Gonzaga U., to dean of admissions at U. of the Pacific.

David Seaman, head of the foreign-language department at U. of Evansville, to chairman of foreign languages at Georgia Southern U.

green State College, to executive vice-president.

Peter J. Quisenberry, chief of the division of hematology-oncology and professor of medicine at U. of Virginia, to director of the cancer center and professor of medicine at U. of Massachusetts Medical Center at Worcester.

May B. Reutener, associate director of college relations at Smith College, to director.

Christopher J. Ritz, professor of business administration at U. of Pennsylvania, to director of executive programs and professor of business administration at Queens College (N.C.).

Tom Soehnemann, associate director of student housing and residence programs at Oregon State U., to director.

Edward L. Schoenberg, dean of admissions at Gonzaga U., to dean of admissions at U. of the Pacific.

David Seaman, head of the foreign-language department at U. of Evansville, to chairman of foreign languages at Georgia Southern U.

Continued on Following Page

## CONFERENCES

## The Twelfth Annual International Conference on

## CRITICAL THINKING &amp; EDUCATIONAL REFORM

**Theme:** Cultivating the reasoning mind: Teaching, Testing, Standards, and Assessment

Center for Critical Thinking & Moral Critique at Sonoma State University  
August 9-12, 1992

"It simply will not do for our schools to produce a small elite to power our scientific establishment and a large cadre of workers with basic skills to do routine work. Millions of people around the world now have these same basic skills and are willing to work twice as long for as little as one tenth their basic wages. To maintain and enhance our quality of life, we must develop a leading edge economy based on workers who can think for a living. It skills are equal, in the long run wages will be too. This means we have to educate a vast mass of people capable of thinking critically, creatively, and imaginatively."

Donald Kennedy, President, Stanford University  
in a letter sent to 3,000 college and university presidents

"Thought and content are not antagonists but inseparable partners. There is no such thing as thinking about nothing. When we think about nothing we are not thinking. Thinking requires content, something thought about. On the other hand, content is parasitic upon thinking. It is discovered, created, by thought. Analyzed, synthesized, by thought. Organized, transformed, by thought. Accepted, rejected, by thought. To teach content without regard for student thinking is to prevent that content from being transformed, in the mind of the student, into knowledge."

Richard W. Paul

"Thought and content are not antagonists but inseparable partners. There is no such thing as thinking about nothing. When we think about nothing we are not thinking. Thinking requires content, something thought about. On the other hand, content is parasitic upon thinking. It is discovered, created, by thought. Analyzed, synthesized, by thought. Organized, transformed, by thought. Accepted, rejected, by thought. To teach content without regard for student thinking is to prevent that content from being transformed, in the mind of the student, into knowledge."

Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World

## FEATURED SPEAKERS INCLUDE

RICHARD W. PAUL, Director, Center for Critical Thinking: A Major Leader in the Critical Thinking Movement  
MICHAEL SCHIRVAN, Pacific Graduate School; Distinguished Expert in Evaluation and Assessment; Author of *Reasoning*  
GEORGE HANIFORD, President Emeritus, The College Board  
MATTHEW LIPMAN, Founder & Director, Institute for the Advancement of Philosophy for Children  
SHARON HALLIN, University of Manitoba; Author of *Activating Extraordinary Understan*  
ALAN SCHOFIELD, University of California, Berkeley; Author of *Achieving Extraordinary Understan*  
PERRY WEISBLER, California State University, Sacramento; Author of *Critical Thinking in Mathematics*  
GERALD NUSCHLER, University of New Orleans; Specialist in Integrating Critical Thinking into Subject Matter Instruction  
JOHN CHAMBERLAIN, University Community College; Author of *Thinking Critically: Specialists in Critical Thinking Across the Curriculum*  
VINCENT BURGESS, University of Puerto Rico; Author of *Thinking Critically Across the Curriculum*  
CAROL TAVRIS, Author of *Saying Your Child's Mind*  
ANGEL VILLARIN, Emyer & Henry College; Author of *Attacking Family Readiness*  
EDWARD DAMEK, Nicholas Michelli, Nicholas Michelli, Susan Hales, Director, Institute for Critical Thinking, M

Gazette CONTINUED

Robert Buggs, director of personnel at Messiah College, to academic vice-president at Grand Rapids' Baptist College.

Mary E. Swanson, acting director of financial aid at McMurry College, to director.

Richard Toscan, dean of the school of theater at U. of Southern California, to dean of the school of fine and performing arts at Portland State U.

Scott Warren, former dean of students at Pomona College, to vice-president for student affairs and dean of student life at Denison U.

Kenneth B. White, dean of instruction at Pima Community College, to president of Columbia College (Cal.).

Huntington F. Willard, associate professor of genetics at Stanford U., to chairman of genetics at Case Western Reserve U.

Paula Wolff, visiting distinguished fellow at John D. and Catherine T. MacArthur Foundation, to president of Governors State U.

Jalme E. Ziemer, assistant dean for residence life at Mary Washington College, to assistant dean of students at Illinois College.

low at John D. and Catherine T. MacArthur Foundation, to president of Governors State U.

Kenneth B. White, dean of instruction at Pima Community College, to president of Columbia College (Cal.).

Huntington F. Willard, associate professor of genetics at Stanford U., to chairman of genetics at Case Western Reserve U.

Paula Wolff, visiting distinguished fellow at John D. and Catherine T. MacArthur Foundation, to president of Governors State U.

and professor of astrophysics at Johns Hopkins U. and U. of Miami, to director general of European Southern Observatory (Garching, Germany), effective December 31.

## IN THE ASSOCIATIONS

Charlotte C. Anderson, director of Education for Global Involvement (Chicago) and Research Center at Northeastern Illinois U., has assumed the presidency of National Council for the Social Studies.

## MISCELLANY

Ernest L. Boyer, president of Carnegie Foundation for the Advancement of Teaching, also to chairman of Lincoln Center Institute for the Arts in Education.

Ricardo Giacconi, director of Space Telescope Science Institute (Baltimore)

## Deaths

Frances L. Broderick, 69, former chancellor of U. of Massachusetts at Boston, June 21 in Stratford, N.H.

Sister Margaret Carthy, 80, former president and former dean of the graduate school at College of New Rochelle, June 21 in New Rochelle, N.Y.

Melvin Drinnan, 57, professor of history at Cleveland State U., June 17 in Cleveland.

Frederick E. Edey, 63, author and former member of the faculty at Iowa Writers Workshop at U. of Iowa, June 17 in Alexandria Bay, N.Y.

Paul J. Hartman, 81, professor emeritus of law at Vanderbilt U., June 15 in Nashville.

Charles D. May, 84, former professor of pediatrics at U. of Colorado, New York, June 13 in Grantham, N.H.

Brother Gregory W. Nugent, 80, assistant to the president at Catholic U. of America and former president of Manhattan College, June 20 in Washington.

John R. Platt, 74, former professor of physics and former associate director of the Mental Health Research Institute, U. of Michigan, June 17 in Boston.

Anthony J. Rotolo, 77, former chairman of physical education at U. S. Naval Academy, June 17 in Baltimore.

F. J. Sudduth, 59, executive assistant to the president and vice-president for information technology at Georgia Institute of Technology, June 17 in Atlanta.

William H. Teoddy, 66, former professor of pediatrics at U. of California at San Francisco, June 17 in San Francisco.

Charles F. Winchester, 90, former associate professor of nutrition at Howard U., June 16 in Washington.

tus of law at Vanderbilt U., June 15 in Nashville.

Charles D. May, 84, former professor of pediatrics at U. of Colorado, New York, June 13 in Grantham, N.H.

Brother Gregory W. Nugent, 80, assistant to the president at Catholic U. of America and former president of Manhattan College, June 20 in Washington.

John R. Platt, 74, former professor of physics and former associate director of the Mental Health Research Institute, U. of Michigan, June 17 in Boston.

Anthony J. Rotolo, 77, former chairman of physical education at U. S. Naval Academy, June 17 in Baltimore.

F. J. Sudduth, 59, executive assistant to the president and vice-president for information technology at Georgia Institute of Technology, June 17 in Atlanta.

William H. Teoddy, 66, former professor of pediatrics at U. of California at San Francisco, June 17 in San Francisco.

Charles F. Winchester, 90, former associate professor of nutrition at Howard U., June 16 in Washington.

and professor of astrophysics at Johns Hopkins U. and U. of Miami, to director general of European Southern Observatory (Garching, Germany), effective December 31.

Charles D. May, 84, former professor of pediatrics at U. of Colorado, New York, June 13 in Grantham, N.H.

Brother Gregory W. Nugent, 80, assistant to the president at Catholic U. of America and former president of Manhattan College, June 20 in Washington.

John R. Platt, 74, former professor of physics and former associate director of the Mental Health Research Institute, U. of Michigan, June 17 in Boston.

Anthony J. Rotolo, 77, former chairman of physical education at U. S. Naval Academy, June 17 in Baltimore.

F. J. Sudduth, 59, executive assistant to the president and vice-president for information technology at Georgia Institute of Technology, June 17 in Atlanta.

William H. Teoddy, 66, former professor of pediatrics at U. of California at San Francisco, June 17 in San Francisco.

Charles F. Winchester, 90, former associate professor of nutrition at Howard U., June 16 in Washington.

and professor of astrophysics at Johns Hopkins U. and U. of Miami, to director general of European Southern Observatory (Garching, Germany), effective December 31.

Charles D. May, 84, former professor of pediatrics at U. of Colorado, New York, June 13 in Grantham, N.H.

Brother Gregory W. Nugent, 80, assistant to the president at Catholic U. of America and former president of Manhattan College, June 20 in Washington.

John R. Platt, 74, former professor of physics and former associate director of the Mental Health Research Institute, U. of Michigan, June 17 in Boston.

Anthony J. Rotolo, 77, former chairman of physical education at U. S. Naval Academy, June 17 in Baltimore.

F. J. Sudduth, 59, executive assistant to the president and vice-president for information technology at Georgia Institute of Technology, June 17 in Atlanta.

William H. Teoddy, 66, former professor of pediatrics at U. of California at San Francisco, June 17 in San Francisco.

Charles F. Winchester, 90, former associate professor of nutrition at Howard U., June 16 in Washington.

and professor of astrophysics at Johns Hopkins U. and U. of Miami, to director general of European Southern Observatory (Garching, Germany), effective December 31.

Charles D. May, 84, former professor of pediatrics at U. of Colorado, New York, June 13 in Grantham, N.H.

Brother Gregory W. Nugent, 80, assistant to the president at Catholic U. of America and former president of Manhattan College, June 20 in Washington.

John R. Platt, 74, former professor of physics and former associate director of the Mental Health Research Institute, U. of Michigan, June 17 in Boston.

Anthony J. Rotolo, 77, former chairman of physical education at U. S. Naval Academy, June 17 in Baltimore.

F. J. Sudduth, 59, executive assistant to the president and vice-president for information technology at Georgia Institute of Technology, June 17 in Atlanta.

William H. Teoddy, 66, former professor of pediatrics at U. of California at San Francisco, June 17 in San Francisco.

Charles F. Winchester, 90, former associate professor of nutrition at Howard U., June 16 in Washington.

and professor of astrophysics at Johns Hopkins U. and U. of Miami, to director general of European Southern Observatory (Garching, Germany), effective December 31.

Charles D. May, 84, former professor of pediatrics at U. of Colorado, New York, June 13 in Grantham, N.H.

Brother Gregory W. Nugent, 80, assistant to the president at Catholic U. of America and former president of Manhattan College, June 20 in Washington.

John R. Platt, 74, former professor of physics and former associate director of the Mental Health Research Institute, U. of Michigan, June 17 in Boston.

Anthony J. Rotolo, 77, former chairman of physical education at U. S. Naval Academy, June 17 in Baltimore.

F. J. Sudduth, 59, executive assistant to the president and vice-president for information technology at Georgia Institute of Technology, June 17 in Atlanta.

William H. Teoddy, 66, former professor of pediatrics at U. of California at San Francisco, June 17 in San Francisco.

Charles F. Winchester, 90, former associate professor of nutrition at Howard U., June 16 in Washington.

## The Chronicle of Higher Education

EDITOR Corbin Gwaltney

MANAGING EDITOR Malcolm G. Scully ASSOCIATE EDITOR Edward R. Weidlein

ASSOCIATE MANAGING EDITORS Cheryl M. Fields (Point of View & Opinion), Paul Devilleaux (International), Scott Jaschik (National)

NEWS EDITOR Robin Wilson

SENIOR EDITORS Goldie Blumenstyk (Business & Philanthropy), Murry Crystal (Case Studies), Rose Engelhard (Photography), Jim Evangelist (Statistics), Catherine J. Hosley (Editorial Operations), Douglas Lederman (Athletics), Liz McMillen (Scholarships), Carolyn J. Mooney (Personal & Professional), Peter H. Stanford (Art Director), Edith U. Taylor (Gazette), Beverly T. Walker (Information Technology)

SENIOR WRITER Lawrence Blumenthal, Ellen K. Coughlin, Robert L. Jacobson, Kim A. McDonald

ASSOCIATE SENIOR EDITOR Gail Lewis (Section 2)

EDITOR COPY Brian Manning

ASSISTANT EDITORS Nina C. Ayoub, Debra E. Blum, Michele N-K Collison, Colleen Corde, Thomas J. DeLoughry, Courtney Leatherman, Denise K. Magner, Joyce Mercer, Julie L. Nicklin, Frances H. Oxfeld, Joan Rosenblatt, Christopher Shee, Lora Thompson, David L. Wheeler, David L. Wilson

ASSISTANT ART DIRECTOR Ellen V. Winkler

EDITORIAL ASSISTANT Stephen Burd, Michael R. Snyder, Esther S. Washington, Anne Miller Weibe

ART ASSISTANTS Curt T. Benson, Scott Seymour

STUDENT ASSISTANT Salma Abdelnour, Kristin Lieb

CORRESPONDENTS U.S. Scott Heller, Zoa Ingalls, Karen J. Winkler, Katherine S. Mangan (Austin), Jack McCurdy (Los Angeles), Stanley Sapin (New York), Peter Monghan (Seattle)

Overseas Cristina Bonsegna Kelly (Argentina), Geoffrey Maden (Australia), Daniela Hart (Brazil), David Walker (Britain), Jennifer Lewington (Canada), Tim Finsen (Chile), Nick Draper (China), Leslie Gaye Winans (Colombia), Burton Boiling, Dusko Doder (Eastern Europe), Patrick O'Brien (France), Taryn Tora (Germany), Muriel Cohen (Israel), John O'Farrell (Ireland), Heribert M. Witzel (Italy), Luisa Nunez (Mexico), Regis Jean (Russia), Bruno Stasiak (Italy), Leticia Chauvin (Peru), Justin Burke (Russia), Linda Vergnani (South Africa), Jane Menahan (Spain)

ASSOCIATE PUBLISHER William D. Criger, Joyce Hackley Glavin, Robbieine D. Ross

SUBSCRIPTION MANAGER Brinda J. Fredericks

CIRCULATION ASSOCIATE Susan Lathers

CIRCULATION ASSISTANT Megan Hood

DEPUTY CHIEF OF STAFF Thaddeus Beauchamp

DIRECTOR OF FINANCIAL SERVICES Angela Petillo

ACCOUNTING ASSOCIATE Maria Engel Barnhart, Anne St. Vil

ACCOUNTING ASSISTANT Debbie Aurigemma, Johanna Cross, Samuel Kizemete Ilumbe (Las Vegas)

NATIONAL MARKETING DIRECTOR Bruce G. Wilson, Jr. (New York)

REGIONAL SALES MANAGERS Bill Hahn (Los Angeles), Meg C. Cunniff (Minneapolis), Patricia Valdes (New York)

DIRECTOR OF PROMOTION Josephine C. Denner

DEPUTY PROMOTION DIRECTOR Barbara Blank

PRODUCTION MANAGER Eugene N. Hill

SALES ASSISTANT Esperanza Pinedes (New York)

STUDENT ASSISTANT Esther Hoff

BULLETIN BOARD DIRECTOR OF OPERATIONS Laura S. Harris

DIRECTOR OF PRODUCTION Kathleen Collins

CUSTOMER SERVICE COORDINATOR Ann Driscoll

SALES COORDINATOR Barton W. Hockley

BENEFITS PRODUCTION ASSOCIATES Mary S. Allison, Gwen M. Lappley, Ellen Tegler Wilson

PRODUCTION ASSOCIATES Joseph Pagels, Barbara Pandop, Rosha Peavy

ADVERTISING ASSOCIATES Jennifer Lettieri, Jennifer Lister, Beth Swartz

OFFICE MANAGER Lisa A. Birchard

ASSISTANT OFFICE MANAGER Angie B. Puryear

OFFICE ASSISTANT Sera Baroni, Pamela Pecot

OFFICE ASSISTANT Michael Busby, Mario Ferlito, Kim Sechrist Guillen, Joyce Phinney

PRODUCTION AND COMPUTER DIRECTOR Gerard A. Lindgren

ARTICLES EDITOR J. Kennedy, Steve Smith

COMPUTER SYSTEMS MANAGER Timothy A. Steele

PRODUCTION ASSOCIATES Pamela Barton, Brenda Helms, Carol E. King, Peggie McClellan

PRODUCTION ASSOCIATE David N. Miller, Charles E. Short, E. Day Wilkes

CHRONICLE TYPE & DESIGN Holly C. Horner

ART ASSOCIATES Sherrie Good, Jojo Gregas, Jasmine S. Stewart

CHRONICLE INFORMATION SERVICES DIRECTOR Judith A. Turner

EDITORIAL AND BUSINESS OFFICES 1215 Twenty-Third Street, N.W., Washington, D.C. 20037, (202) 465-1020

SUBSCRIPTION AND CHANGE OF ADDRESS Post Office Box 1955, Marion, Ohio 43305, (800) 347-6999

CLASSIFIED ADVERTISING (202) 465-1059

DISPLAY ADVERTISING SALES OFFICES Los Angeles (818) 879-1400

Minneapolis (612) 922-2022

New York (212) 510-2500

Washington (202) 465-1000

The Chronicle of